

Hays CISD Parent-Student Handbook

Please note: In effort to streamline our most updated information regarding the 2020-2021 school year, please review the most current version of [The 2020-2021 Hays CISD Covid-19 Response Plan](#) also linked on our website. The Response Plan will highlight modifications to our Handbook as needed.

Revised 10/15/2020

To Parents and Students:

Welcome to school year 2020 - 2021! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Hays CISD Parent-Student Handbook is designed to provide a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into several sections:

Section I, Required Notices and Information for Parents and Students

Section II, Admissions, Attendance, Absences, Release from School, Transfers and Withdrawal Information

Section III, Academic Information

Section IV, Health and Medical Information

Section V, Technology, Internet and Copyright Information

Section VI, Parental Involvement (Parents and community members who wish to serve as volunteers can access the required criminal history background check at www.hayscisid.net. More information is in this section.)

Section VII, Glossary

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, or any other person who has agreed to assume school-related responsibility for a student. Both students and parents should become familiar with the Hays CISD **Student Code of Conduct**, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning.

The handbook is a general reference guide only and is designed to be in harmony with board policy and the **Student Code of Conduct**. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance. The handbook will be distributed electronically. If you would like to receive a paper copy, you may request one from your campus principal.

In case of conflict between board policy or the **Student Code of Conduct** and any provisions of the Parent-Student Handbook, the current provisions of board policy or the **Student Code of Conduct** are to be followed.

Also, please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The district encourages parents to stay informed of proposed board policy changes by attending board meetings. Changes in policy or other rules that affect the handbook provisions will be made available to students and parents through direct emails, on the Hays CISD website, or other communications. The district reserves the right to modify provisions of the handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practical under the circumstances.

Although the handbook may refer to rights established through law or district policy, the handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

After reading through the entire handbook with your child, please keep in mind that you may reference it at any time on our website, as needed. If you or your child has questions about any of the material in this handbook, please contact a teacher, the school counselor, or the principal. Also, please complete and return the Parent-Student Handbook Acknowledgment of Electronic Distribution to your child's campus (If you have completed the online registration process you will not need to do this).

Please note that references to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review online at www.hayscisid.net.

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SECTION I: REQUIRED NOTICES AND INFORMATION FOR PARENTS AND STUDENTS

This section of the Hays CISD Parent-Student Handbook includes several notices that the district is required to provide to you, as well as other information on topics of particular interest to you as a parent.

ARRIVAL AND DEPARTURE TIMES FOR STUDENTS

The school day begins and ends as follows:

Elementary Schools:	7:30 a.m. to 3:15 p.m.
Middle Schools:	8:05 a.m. to 3:51 p.m.
High Schools:	8:40 a.m. to 4:30 p.m.

It is imperative for safety reasons that students do not arrive before the specified time in the morning nor remain later than the expected time of departure in the afternoon or following an after-school event. Parents and students will be held responsible for cooperating with school personnel regarding compliance with these hours. Individual campuses will determine the places and times where students will be permitted to assemble before and after school and will notify students and parents of these places and times. In addition, most cafeterias are open before the start of the school day so that students may participate in the breakfast program.

BULLYING

Bullying is defined in state law as a single significant act or pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially t disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying on the [Hays Hopeline](#).

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board or its designee may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district.

Hays CISD believes in being proactive by addressing bullying, harassment and dating violence in a variety of ways. Some specific bullying awareness programs are implemented on campuses. In order to assist in no tolerance for bullying in our district, all campuses implement a Social and Emotional Learning program to assist in teaching students how to acquire and effectively apply the knowledge, attitudes and skills necessary to understand how to manage emotions, set goals, maintain positive relationships and accept responsibility for good decisions. If parents are interested in the bullying and Social and Emotional Learning programs that are on their student's campus, they are encouraged to contact the principal for more information.

CAMPUS PARENT-STUDENT HANDBOOKS

Each campus has the option of distributing a student handbook with specific guidelines and rules of operation pertaining to a particular campus. A campus student handbook, while separate and distinct from the Hays CISD Parent-Student Handbook and Student Code of Conduct, must be consistent with the Hays CISD Parent-Student Handbook and Student Code of Conduct. Where a campus handbook and the Hays CISD Parent-Student Handbook and Student Code of Conduct are in conflict, the Hays CISD Parent-Student Handbook and Student Code of Conduct will be followed.

CELL PHONE/ELECTRONICS POLICY

This policy is intended to support student learning while minimizing student distractions and disruptions. Teachers are expected to incorporate technology as a part of their lesson plans as long as it supports the Texas Essential Knowledge and Skills (TEKS). Students may use their own technology (cell phones, laptops, iPad, etc.) to support the learning objectives in the classroom. The teacher has the final authority in his/her classroom of acceptable cell phone usage.

Elementary

Student use guidelines during the school day

- Students may use their personal electronics on campus with adult supervision and permission.
- Cell phones must be out of sight and silenced in the classroom unless otherwise instructed.

Violation of electronics policy:

Elementary students who violate the policy will have the following consequences:

- 1st Offense - Conference with the student and parent contact.
- 2nd Offense - Confiscation of the device, returned to student at the end of the day and parent contact.
- 3rd Offense - Confiscation of the device, returned when picked up by a parent or guardian listed on the student contact information and conference held with the parent

Students who fail to surrender devices will elevate consequences immediately. Confiscated phone must be picked up by the parent or guardian listed on the student contact information.

Parents can help their child support this policy, the learning environment, and our school's mission by:

- Discussing the school expectation with your child.
- Picking up confiscated devices in a timely manner between 7:30 AM – 3:30 PM

Middle School

Student use guidelines during the school day (8:05 AM-3:51 PM)

- Students may use their personal electronics on campus before 8:05 AM and after 3:51 PM.
- Teachers have final authority in their classroom and will clearly communicate through a red or green indicator if student technology may be used during instructional time.
- Cell phones must be out of sight and silenced in the classroom unless otherwise instructed.

Violation of electronics policy:

Students who violate the policy will have the following consequences.

1st Offense - Confiscation of the device and returned to student at the end of the day

2nd Offense - Confiscation of the device and returned when picked up by a parent or guardian listed on the student contact information

3rd Offense - Confiscation of the device, may charge a \$10 fee and returned when picked up by a parent or guardian listed on the student contact information and assigned In-School Suspension

Multiple Offenses – Confiscation of the device, may charge a \$10 fee, picked up by a parent or guardian listed on the student contact information and disciplinary consequences

Students who fail to surrender devices will elevate consequences immediately. Confiscated phone must be picked up by the parent or guardian listed on the student contact information.

Parent expectations

Parents can help their child support this policy, the learning environment, and our school’s mission by:

- Discussing the school expectation with your child
- Picking up confiscated devices in a timely manner between 7:30 AM – 4:00 PM

High School

Student use guidelines during the school day (8:40am-4:30pm)

- Students may use their personal electronics on campus before 8:40 AM, during lunch, and during passing periods and after 4:30 PM.
- Teachers have final authority in their classroom and will clearly communicate through a red or green indicator if student technology may be used during instructional time.
- Cell phones must be out of sight and silenced in the classroom unless otherwise instructed.
- Cell phone use is prohibited in bathroom, locker rooms, changing areas or any area considered private, and while driving on campus.

Violation of electronics policy

Students who violate the policy will have the following consequences:

1st Offense - Confiscation of the device and may charge a \$10 fee

2nd Offense - Confiscation of the device and may charge a \$10 fee
Assigned one-hour afterschool detention

3rd Offense - Confiscation of the device and may charge a \$10 fee
Assigned In-School Suspension

Multiple Offenses – Confiscation of the device and may charge a \$10 fee
Loss of privileges
Other consequences as assigned by the administration

Students who fail to surrender devices will elevate consequences immediately. Confiscated phone must be picked up by the parent or guardian listed on the student contact information.

Parent expectations

Parents can help their child support this policy, the learning environment, and our school’s mission by:

- Discussing the school expectation with your child
- Picking up confiscated devices in a timely manner between 8:00 AM – 4:30 PM

CHILD NUTRITION

The Hays CISD child nutrition department is committed to providing safe and nutritious food to students, staff, and parents in a respectful environment. We will provide students with the opportunity to reach their maximum potential through healthy food choices that encourage lifelong healthy eating habits. Hays CISD participates in the School Breakfast Program

and the National School Lunch Program, and offers students nutritionally balanced breakfasts and lunches daily. Free and reduced-price lunches are available based on financial need. Information about a student's participation is confidential.

Meal prices for the 2020-21 school year are listed below:

Elementary: \$1.25 for breakfast and \$2.70 for lunch

Secondary: \$1.35 for breakfast and \$2.90 for lunch

Reduced Pricing: \$0.30 for breakfast and \$0.40 for lunch

The district follows all applicable federal and state guidelines regarding foods sold and/or given away on school premises during the school day. You may refer to the Nutrition Guidelines and Celebrations section of the student handbook for additional information. [See policies FFA and CO]

For more information, please see the frequently asked questions (FAQ) below.

Child Nutrition Frequently Asked Questions

Q: How do I set up a lunch account for my child?

A: When you enroll, your child will be issued a 6-digit student ID number that will also serve as their lunch account number as long as they are enrolled at Hays CISD. If you need assistance contact the child nutrition office at 512-268-1336.

Q: What types of payment methods are accepted?

A: Cash or check may be accepted on campus. Checks may be made payable to Hays CISD including your child's name and ID number. For credit or debit payment, go online to schoolcafe.com. Processing fees may apply.

Q: Does my student's account balance roll over to the next school year?

A: Yes. The account balance follows the student ID number. Therefore, even when the student moves to a new school, their account balance will still be active. Once your student graduates, you can transfer their remaining funds to another student or request a refund with the Child Nutrition office.

Q: Am I able to request certain account restrictions?

A: As a parent, you may restrict your student from certain purchases. For example, an account restriction may include: cash only for a la carte items, lunch meal only, or vegetarian meal only. Please talk with your café manager at your campus to determine the account restriction that works best for you. You may also contact the Child Nutrition office for assistance.

Q: How do I apply for free/reduced meals? How do I know if I qualify?

A: Paper applications are available on your campus. To expedite this process, go to schoolcafe.com to fill out the online application. You are welcome to use computers at the child nutrition office or on your school campus. Letters of approval or denial will be sent to your household. Application processing may take up to 10 business days.

Q: Do I have to fill out a free/reduced meal application every year?

A: Yes. A new application is needed on file for your student(s) each school year.

Q: What happens if my child runs out of money?

A: Once an account reaches a negative \$10.00 balance, a modified meal will be issued. A modified meal includes a sandwich, a choice of milk, access to fresh fruits and vegetables, and the hot vegetable of the day.

Q: Can I donate to student accounts?

A: Yes. There is a process for donating unused or additional funds to a student's account balance. The Child Nutrition program is federally funded by USDA and, therefore, has strict guidelines regarding how these types of funds may be distributed. If you are interested in donating, please contact the Child Nutrition office for more information.

Q: What if my child has a food allergy?

A: Please be sure to provide the district this information to ensure the appropriate precautions are in place. Your campus nurse is a great place to start. You may also reach out to the Child Nutrition office directly.

Q: How do I find more information?

A: Visit www.hayscisd.net. Scroll over parent and student tab then click on Child Nutrition. You will find monthly menus, nutrition and allergen information, our schoolcafe.com system, and more. School cafe is an online system that allows you to fill out a free/reduced meal application, monitor your student's balance, set up email alerts for low balances, make online payments, and see a detailed breakdown of your child's transactions. You are welcome to call the Child Nutrition office at 512-268-1336 for more information.

School Parties, Celebrations, and Deliveries

The following guidelines must be followed:

- Foods otherwise restricted by the smart snacks rule are permitted in elementary classroom student birthday parties, if the school authorizes such activities. Classroom celebrations must be held during the last 15 minutes of the school day. The Child Nutrition Department can help with these events by taking your order, preparing and delivering it to the classroom. Please call 512-268-1336.
- Deliveries to students, such as flowers, cookie bouquets, etc., should not be made to campuses.

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

Vending Machines

The district has adopted policies and implemented the state and federal policies and guidelines for food service to restrict student access to vending machines. For more information regarding these policies and guidelines see policies CO and FFA.

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children, which is communicated through administrative procedures and is included in the District Improvement Plan (DIP), located on the school district website. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

As a parent, if your child is a victim of sexual abuse or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see: https://www.dfps.state.tx.us/prevention_and_early_intervention/

The following websites might help you become more aware of child abuse and neglect:

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports of abuse or neglect may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services 1-800-252-5400 or on the web at <https://www.txabusehotline.org>.

COMPLAINTS/CONCERNS OF PARENTS OR STUDENTS

Usually student or parent complaints or concerns can be addressed simply by a phone call or a conference with the teacher, counselor, or other staff member. If a conference is preferred, the parent should make an appointment with the appropriate teacher or other campus staff member to discuss the concern. If the concern remains unresolved following the discussion with the teacher or other staff member, the parent or student should discuss the situation with the campus principal as soon as possible.

Although in most cases, parent and student concerns are informally resolved at the campus level, the District has adopted a standard policy [FNG (LOCAL)] that outlines the steps to be taken if the situation is unresolved after a discussion with the principal. A level one complaint form, which can be obtained from the district website at www.hayscisd.net (go to Parents, scroll down to District Policies and click on Grievance Process), may be submitted by the parent to the lowest level administrator who can resolve the complaint. A complaint under policy FNG (Local) must be submitted within fifteen (15) business days of the time the student or parent knew or should have known of the event causing the concern. Once the complaint form is received, a hearing is held with the appropriate administrator within ten (10) business days. The administrator will consider the complaint and remedies sought and will provide a written response within ten (10) days of the hearing.

If the parent or student is not satisfied with the response given at level one, he/she may appeal the decision by submitting a level two complaint form (also on the district website as described above) to the assistant superintendent for human resources (general concerns) or the director of student services. A hearing will be held and a response will be provided within the same time frame as described for level one complaints. If resolution does not occur at level two, the parent or student may appeal to the Board of Trustees by submitting a level three complaint form to the superintendent's office for a hearing before the Board of Trustees. Additional information can also be found in the designated board policy, FNG (Local), available on the district website at: www.hayscisd.net.

CONDUCT

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behaviors – both on and off campus – and consequences for violation of these standards. You will find the Student Code of Conduct on the district website. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Parent-Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect; to avoid behaviors known to be offensive; and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, gender, national origin, disability, or any other basis prohibited by law. [See policy FFH]. If a student believes that he or she has experienced dating violence, discrimination, harassment or retaliation, or has witnessed similar behavior toward another student, the student should notify a teacher, counselor, principal, or another district employee as soon as possible. Parents are also strongly encouraged to contact their child's school if he/she reports dating violence, discrimination, harassment or retaliation to you. The administration will

investigate such allegations and will take appropriate disciplinary action if an investigation indicates that dating violence, discrimination, harassment or retaliation has occurred. Disciplinary or other action may be taken even if the conduct did not rise to the level of dating violence, discrimination, harassment or retaliation. Any retaliation against a student who reports such conduct is prohibited. A copy of the district's policy FFH (Local) is available in the principal's office and in the superintendent's office or on the district's website at www.hayscisd.net.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it: affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student's current dating partner, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors. Reports on bullying, harassment or cyberbullying can be reported through the Hays Hope Line: <https://www.hayscisd.net/hopeline>

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of that student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or interferes with the student's academic performance or ability to participate in district educational programs.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property. Reports on bullying, harassment or cyberbullying can be reported through the Hays Hope Line: <https://www.hayscisd.net/hopeline>

Two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature or which are based on a person's sex; and other sexual or gender motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expressions by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to

gender. Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property. Reports on bullying, harassment or cyberbullying can be reported through the Hays Hope Line: <https://www.hayscisid.net/hopeline>

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reduction. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. See policy FFH (LOCAL) for the appropriate district officials to whom to make a report.

Reports on bullying, harassment or cyberbullying can be reported through the Hays Hope Line:

<https://www.hayscisid.net/hopeline>

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

To the extent possible, the district will respect the privacy of the student who has experienced prohibited conduct; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume the investigation at the conclusion of the agency's investigation. During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful, or did not rise to the level of dating violence, discrimination, harassment, or retaliation.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of any investigation of dating violence, discrimination, harassment, or retaliation may appeal in accordance with policy FNG (LOCAL).

DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, school newsletters and the yearbook. All school publications are under the supervision of a teacher, sponsor, and the principal.

Materials from students

Students must obtain prior approval from the principal before posting, circulating, or distributing written materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal will designate a location for approved materials to be placed for voluntary viewing by students. [See policy FNAA.]

A student may appeal a principal's decision in accordance with policy FNG (LOCAL). Any student who sells, posts, circulates, or distributes material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without the principal's approval will be removed.

Materials from others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the public information officer. The public information officer will approve or reject the materials within a timely manner. A distribution review fee will apply to organizations and individuals who wish to distribute material. This fee may be waived at the discretion of the public information officer if the material is determined to be of significant benefit to Hays CISD students. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF.]

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD (LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB (LOCAL).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

DRESS AND GROOMING

The district's dress code is established to teach grooming and hygiene, prevent disruption and minimize safety-hazards. Students should be dressed and groomed in a manner that is clean and neat and that will not be a health or safety-hazard to themselves or others. The district prohibits any clothing, grooming, or display of images that cause, or in the principal or designee's judgment may reasonably be predicted to cause, disruption of or interference with school activities. The district also prohibits the wearing or display of pictures, writings, images, or symbols that: 1) are lewd, vulgar, sexually-explicit, or obscene; 2) seek to demonstrate or recruit gang membership; 3) are discriminatory, harassing, or threatening towards others on the basis of their race, sex, disability, ethnicity, religion, or gender (including, but not limited to, display of the confederate flag); or 4) advertise or promote tobacco products, alcoholic beverages, drugs, or any other substance prohibited by policy. Additionally, students are prohibited from wearing caps and hoods on their heads while inside the

school building. Individual campuses may involve their Campus Leadership Team (CLT) in developing the dress code. Please see the individual campus handbooks for campus dress codes.

The principal or administrative designee in cooperation with sponsors, coaches, or other persons in charge of any extracurricular activities, shall regulate the dress and grooming of students who participate in these activities.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school. If not corrected, the student will be assigned to in-school suspension for the remainder of the day, until the problem is corrected, or until a parent or designee brings an acceptable change of clothing to the school. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

EDUCATIONAL NOTICES

Parents of Students with Disabilities with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the same household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding any transportation prior to requesting a transfer for any other children in the home. [See policy FDB (LOCAL)]

Request for the Use of a Service/Assistance Animal

A parent of a student who uses a service animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus.

Providing Assistance to Students Who Have Learning Difficulties or Who Need Special Education Services or Section 504

If a child is experiencing learning difficulties, the parent may contact the Director of Academic Support at 512-268-2141, to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a Section 504 or special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for Section 504 or special education services. For Section 504, a request response will be provided within a reasonable amount of time. For a special education referral, the request may be made verbally or in written form. The district must provide a written response informing the parent whether or not an evaluation will be pursued, within 15 school days. If an initial evaluation is needed, the parent will be asked to provide informed written consent for the evaluation. The district must complete the initial evaluation and the report within 45 school days, once the district receives written consent. Upon completion of the report, the district must give a copy of the evaluation report to the parent, at no cost.

If the district determines that the evaluation is not needed, the district will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights. The district is required to give parents the Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities ([English](#), [Spanish](#)). Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process* ([English](#), [Spanish](#))

Information regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services can be obtained by contacting the special education department at 512-268-8250.

Students with Physical or Mental Impairments Protected under Section 504

A child determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine if the child is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

For questions regarding a referral for evaluation applicable to Section 504 please contact your campus 504 Coordinator. [Also see policy FB] If you have questions or concerns regarding Section 504 services, please contact the district 504 Director, Debbie Brown, at 512-268-2141.

Parents of Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments. Parents can contact the Director of Multi-Lingual Education at 512-268-2141, for more information.

Accommodations for Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

EMERGENCY SCHOOL CLOSINGS

When weather or another emergency makes it necessary to close or delay schools, information on school closings or delays will be communicated through the District parent email and phone call notification system, the district website, www.hayscisid.net; district smart phone app push notification system and on the district social media sites, including Facebook (www.facebook.com/haysconsolidatedisd) and Twitter (www.twitter.com/HaysCISD). Information will also be distributed to area newspapers, radio and television stations for broadcast at their discretion.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation in such activities, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization.

Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at <https://www.uil-texas.org/athletics/manuals>; a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety training or an alleged violation of safety rules

required by law and the UIL, please contact the curriculum division of the Texas Education Agency at 512-463-9581 or curriculum@tea.state.tx.us.

[See <http://www.uil texas.org> for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. The equipment used in football is no exception. As a parent you are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned. As required by state law, the district has also established a concussion oversight team for students involved in relevant extracurricular activities.

In addition, the following provisions apply to all extracurricular activities:

- A student who receives a grade below 70 in any academic course – other than dual credit and advanced courses listed on the UIL waiver – may not participate in extracurricular activities for at least three school weeks.
- A student may lose eligibility at the end of the first six weeks of the school year and at the end of every nine week grade reporting period thereafter.
- Students in advanced courses may apply for a waiver of the no pass/no play rule. Students receiving a grade lower than 60 will not be eligible for the waiver.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to 10 absences not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

Please note: Sponsors of student clubs and performing groups such as the band, choir, drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for the general student population. Please see Student Code of Conduct for the Extracurricular Code of Conduct for specific details regarding these requirements.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or at the time the students report for workouts or practices that occur prior to the actual beginning of classes. Students and their parents or guardians shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity. [See policy FO (LOCAL)]

FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses, if offered.
- Fees for TxVSN courses or Hays CISD Virtual School courses
- Fees for optional courses offered for credit that requires use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

- Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus. [See policy FP.]

FIELD TRIPS

The district recognizes that first-hand experiences provided by school sponsored field trips are an effective and worthwhile means of learning. Field trips must be closely aligned to the curriculum, high quality instruction and in keeping with a primary focus on maximizing instructional time for students. A student that participates in field trips and out-of-school activities that are instructional in nature as well as those trips that are activities of school clubs and organizations (e.g. student council, special interest clubs) and school-affiliated organizations, whether or not they occur during the instructional day, will be required to return the district's field trip permission form that provides notice of any potential risks associated with participation in the trip or activity, and outlines the legal responsibilities and liabilities of parents, students, and the district. [For further information, Student Accident Insurance]

FUNDRAISING

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the campus principal prior to the event or commencement of any fundraising. [See policies FJ and GE.]

GANG-FREE ZONES

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and any location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

GENDER-BASED HARASSMENT

[See Dating Violence, Discrimination, Harassment and Retaliation] Reports on bullying, harassment or cyberbullying can be reported through the Hays Hope Line: <https://www.hayscisd.net/hopeline>

HAZING

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person: engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

INSTRUCTIONAL MATERIALS AND SURVEYS

Obtaining Information and Protecting Student Rights

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.

- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [See policy EF (LEGAL)]

“Opting Out” of Surveys and Activities

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling that information, or otherwise disclosing that information.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA]

Inspecting Surveys

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

LOST AND FOUND

A “lost and found” collection area is located on every campus. If your child has lost an item, please encourage him or her to check the lost and found area. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus reserves the right to donate or dispose of lost and found items at the end of each semester.

NONDISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Hays CISD does not discriminate on the basis of race, religion, color, national origin, gender, disability, or any other basis prohibited by law in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of sex including sexual harassment or gender-based harassment: Linda Hall, Deputy Human Resources Officer, 21003 IH 35, Kyle, Texas 78640, 512-268-2141.
- ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Nadine Hogan, executive director for special education, 451 N. Meyer; Kyle, TX 78640; 512-268-8250.
- All other concerns regarding discrimination: See Marivel Sedillo, chief human resources officer, 21003 IH 35, Kyle, Texas 78640, 512-268-2141.

PARENTAL INVOLVEMENT

This section of the district Student Handbook includes information related to the rights and responsibilities of parents as specified in state or federal law and provides parental notices required by law.

Working Together

Both experience and research tell us that a child’s education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child’s school activities and with the academic programs, including special programs, offered in the district.

- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed.
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. [Parents and community members that wish to serve as volunteers can access the required criminal history background check at www.hayscisid.net. More information in this section.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB.
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues.
- Serving on a committee to determine criteria to be used to evaluate the overall performance of the district and each campus in community and student engagement. For further information, please contact the campus principal.
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Participating in the development of your child's school-family compact as applicable.
- Contacting school officials if you are concerned with your child's emotional or mental well-being. Reports for student individual concerns can be reported through the Hays Hope Line: <https://www.hayscisid.net/hopeline> The student or parent can request assistance through the Hays Hope Line by choosing the option of "Personal Crisis or Other". Parents and students can also request counseling assistance through "Let's Talk for campus or student concerns: <https://www.k12insight.com/Lets-Talk/embed.aspx?k=WYXN5TIT> or <https://www.hayscisid.net/>
- Attending board meetings to learn more about district operations. [See policies at BE and BED]
- More information about parental involvement is located in Section VI.

Title I Campus Schoolwide Components

Title I, Part A, provides supplemental resources to LEAs to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards. Title I, Part A, funds must be expended for programs, activities, and strategies that are scientifically based on research and meet needs (identified in the campus' comprehensive needs assessment process) that are listed in the CIP. On SWP campuses, you may use Title I, Part A, funds for activities that are part of the CIP to improve student performance and upgrade the entire educational program. In a SWP, the amount of Title I, Part A, funding on the campus must be supplemental. Hays CISD serves, in rank order of low-income student population, identified middle school campuses and elementary campuses. For more information about the Hays CISD Title I program, please contact the director of federal programs and grants, Dr. Sharrah Pharr, at 512-268-2141, ext. 8279. Families of Title I campuses can expect the following:

- Coordination and integration of Title I, Part A services with other educational services
- Communication in a format, and to the extent practicable, in a language that parents can understand.
- Notification to parents of their right to know the qualifications of teachers and paraprofessionals
- Notification to each individual parent, information on the level of achievement of the parent's child in each of the required state academic assessments. Communication of annual report cards containing information on assessment, accountability, and teacher quality
- Communication with information on their child's academic progress
- Frequent communication and reports on student progress
- Distribution of a written parental involvement plan through the campus website
- Distribution of a parent-school compact through the campus website
- Distribution of the schoolwide plan for the Title I campus through the campus website as part of the campus improvement plan and comprehensive needs assessment
- Hosting of an annual meeting to notify parents of their school's participation in the Title I program

PARENTAL RIGHTS

Requesting Professional Qualifications of Teachers and Staff

You may request information regarding the professional qualifications of your child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

Displaying a Student's Artwork, Projects, Photos, and Other Original Work

Teachers may display students' work in classrooms or elsewhere on campus or other district buildings as recognition of student achievement.

Accessing Student Records

You may review your child's student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a cocurricular or extracurricular activity; or
- When it relates to media coverage of the school.

The district will seek parental consent through a written request before making any video or voice recording of your child not otherwise allowed by law.

Use of Covert Listening Devices

For parents electing to use a GPS and/or covert listening device for the safety of their own child; the school should be notified that your child is using such a device. Additionally, the covert listening feature (1-way or 2-way communication) must be disabled during the school day to ensure that the privacy of all other students is maintained.

Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14

A child under the age of 14, must have parental permission to receive instruction in the district's parenting and paternity awareness program otherwise the child will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes.

Removing a Student Temporarily from the Classroom for Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate in conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

Removing a Student from Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus or acquired immune deficiency syndrome must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

In accordance with state law, below is a summary of the district's curriculum regarding human sexuality instruction: Human sexuality instruction at the secondary level is based on "Big Decisions" curriculum. Discussion at the elementary level focuses on personal boundaries, self-esteem and relationships. The district's human sexuality guidelines are located on the district's website, www.hayscisid.net.

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

Removing a Student from Class for Tutoring or Test Preparation Purposes

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The school will attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and policy EC, the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

Also refer to policies EC and EHBC, and contact your student's teacher with questions about any tutoring programs provided by the school.

Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows.

Excusing a Student from Reciting a Portion of the Declaration of Independence

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless: (1) you provide a written statement requesting that your child be excused, (2) the

district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK (LEGAL)]

Requesting Limited or No Contact with a Student through Electronic Media

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

The district operates various social media accounts to communicate general and emergency information to anyone who follows the district on these accounts. The district does not use these accounts to communicate to individuals unless the communication is initiated by the individual through a question posed as a comment on a district post or through a direct message generated by the individual.

The district also uses a parent alert system that is used for dissemination of emergency or important information. The system will email or call the primary parent's email address or phone number listed on a student's record. In the case of a catastrophic emergency, the system will contact all parent email or phone number listed on a student record.

Requesting Notices of Certain Student Misconduct

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO (LEGAL) and the Student Code of Conduct]

School Safety Transfers

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. [See policy FDB]
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance. [See policy FDB]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE (LOCAL)]
- Request the transfer of your child to another campus if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. [If the victim does not wish to transfer, the district may transfer the assailant in accordance with policy FDE.]

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC (LEGAL)]

PRAYER

Each student has a right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt instructional or other activities of the school, and so long as the student does not harass or attempt to coerce other students. The school will not encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

REQUESTS FOR INFORMATION

Texas law gives parents, and all citizens, the right to access government records and government officials may not ask why you want them. All government information is presumed to be available to the public. Certain exceptions may apply to the disclosure of the information. Governmental bodies shall promptly release requested information that is not confidential by law or information for which an exception to disclosure has been sought. Requests may be submitted as follows:

1. Submit a written request (mail, fax, email or in person) according to a governmental body's reasonable procedures.
2. Include enough description and detail about the information requested to enable the governmental body to accurately identify and locate the items requested.
3. Cooperate with the governmental body's reasonable efforts to clarify the type or amount of information requested.
4. Requests should be hand-delivered or mailed to Hays CISD Public Information Officer, Hays CISD, 21003 IH 35, Kyle, TX 78640, or sent via e-mail to openrecords@hayscisd.net.

Once the request is received it will be processed in accordance with state law.

SAFETY

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers and bus monitors.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, bus monitors and other district employees who are overseeing the welfare of students.

The district has two online services that allow students or parents to ask questions or report issues of crisis, bullying, cyberbullying or safety. Although these tip lines are maintained during school hours and the school year, they will be checked by designated staff to ensure we are communicating with you and your student. These tip line reports can be anonymous, but district staff will follow up on each one. *Let's Talk* and *Hays Hopeline* have their own icon and are available on the district website or mobile app.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child. Please see additional information in Section IV – Health and Medical Information.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.

- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause a disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

SCHOOL FACILITIES

Use by Students Before and After School

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place, per the individual campus guidelines. Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus. After dismissal of school in the afternoon, unless a student is involved in an activity under the supervision of a teacher, or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before or after school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Library

The school library media center is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. The library is open for independent student use during the times that have been designated by each campus.

Meetings of Noncurriculum-Related Groups

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB (LOCAL). A list of these groups is available in the principal's office.

Facilities Rental

All use of school facilities by non-district entities will be coordinated through the office of the deputy superintendent or designee. All athletic facilities will be scheduled through the Athletic Department and coordinated with the deputy superintendent or designee. All Performing Arts Center (PAC) facilities will be scheduled through the PAC Manager/Coordinator and coordinated with the deputy superintendent or designee.

School buildings and other facilities shall be made available to groups that wish to conduct activities which promote, stimulate and foster the interest of students and the community, as well as activities which promote the efficiency of the school district, so long as such activities do not conflict with the school program and community expectations for district schools or the Joint Use Agreement that exists with the City of Kyle and City of Buda. Programs serving district students will be given priority for use.

The following guidelines shall pertain to all groups who desire to use schools and/or other facilities in accordance with this policy, policy GKD (LEGAL) and (LOCAL).

- No school facility shall be used by any group or individual who is not in compliance with the requirements of all federal or state statutes, regulations and rules prohibiting discrimination on the basis of race, religion, color, sex, national origin, handicapping conditions, age or other classification.
- State law prohibits the use of alcohol and tobacco on school property.
- All laws (federal, state, local) and Hays CISD policies are in effect 24 hours per day, including the times a facility is rented.
- Maximum lawful occupancies of areas will be observed by requestors.
- The facilities use application form must be submitted, including all requirements outlined. This form may be downloaded from the district's website, www.hayscisid.net.

SITE-BASED DECISION MAKING [District Leadership Team (DLT) and Campus Leadership Team (CLT)]

The district and each campus has a leadership team that is composed of classroom teachers, professional staff members, parents, community members and business representatives as outlined in district policy. The DLT advises the superintendent and the CLT advises the principal in areas of planning, budgeting, staffing patterns, curriculum and school organization. Parents are encouraged to contact the principal for information about involvement in CLT. Parents are also encouraged to contact the Director of Federal Programs and Grants, Mary Noble, at 512-268-2141, for information about involvement in the DLT.

STUDENT SPEAKERS

The district provides students the opportunity to introduce the following school events: football games and opening announcement and greetings for the school day.

If a student meets eligibility criteria and wishes to introduce one of the school events listed above, the student should submit his or her name in accordance with policy FNA (LOCAL).

STUDENT RECORDS

Both federal and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

For purposes of student records, an "eligible" student is one who is 18 or older OR who is attending an institution of postsecondary education.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records. Release is restricted to:

- The parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records. Federal law requires that, as soon as a student becomes 18, is emancipated by a court, or enrolls in a post-secondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.
- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has

contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or a parent or student assisting a school official in the performance of his or her duties. “Legitimate educational interest” in a student’s records includes working with the student; considering disciplinary or academic actions, the student’s case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official’s professional responsibility; or investigating or evaluating programs.

- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals granted access in response to a subpoena or court order.
- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

Release to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal is the custodian of all records for currently enrolled students at the assigned school. Records may be inspected by a parent or eligible student during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

Whenever a student has attained 18 years of age or is attending an institution of postsecondary education. [See FL (LEGAL)], the rights accorded to, and consent required of, parents transfer from the parents to the student. A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

A parent (or eligible student) may inspect the student’s records and request a correction if the records are considered inaccurate, misleading, or otherwise in violation of the student’s privacy rights. A request to correct a student’s record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student’s record. Although improperly recorded grades may be challenged, contesting a student’s grade in a course is handled through the general complaint process found in policy FNG (LOCAL). A grade issued by a classroom teacher can be changed only if, as determined by the Board of Trustees, the grade is arbitrary, erroneous, or inconsistent with the district’s grading policy. The district’s policy regarding student records found at FL (LEGAL) and (LOCAL) is available from the principal’s or superintendent’s office or on the district’s website at www.hayscisd.net.

The parent’s or eligible student’s right of access to and copies of student records do not extend to all records. Materials that are not considered educational records—such as a teacher’s personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Objecting to the Release of Directory Information

The Family Educational and Privacy Rights Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a child’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. The directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student’s directory information. This objection must be made either electronically by the parent/guardian when completing the online registration process in the summer or in writing to the principal within 10 school days of your child’s first day of instruction for this school year. The student directory information notification form is provided during the registration process.

Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written or electronic signature consent from within the online registration system. A form is available if you do not want the district to provide this information to military recruiters or institutions of higher education.

SUBSTANCE ABUSE PREVENTION AND INTERVENTION

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The TDSHS maintain information regarding children’s mental health and substance abuse intervention services on its website: <http://www.dshs.state.tx.us/mhsa-child-adolescent-services/>.

SUICIDE AWARENESS

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access <http://www.texasuicideprevention.org> or contact the school counselor for more information related to suicide prevention services available in your area. You can also call the Suicide Crisis Hotline 24 hours a day: 1-800-273-8255. The Suicide Text hot line: **741741**. Parents and students can also receive help during the school day at the Hays Hopeline. <https://www.hayscisd.net/hopeline>

TEXTBOOKS, ELECTRONIC TEXTBOOKS, AND TECHNOLOGICAL EQUIPMENT

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any books must be covered by the student, as directed by the teacher, and treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objective. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item issued by the school loses the right to free textbooks and technological equipment until the item or book is returned or the damage paid for by the parent or student; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

TRANSPORTATION

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. See Student Code of Conduct for more information about bus services.

VANDALISM

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to

come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS

For safety purposes, video and audio equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used. The principal will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

VEHICLES ON CAMPUS

A student has full responsibility for the security and content of his or her vehicle parked on district property and must make certain that it is locked and that the keys are not given to others. [See also the Student Code of Conduct.]

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the student's parent will be contacted. If a search is also refused by the student's parent, the district will turn the matter over to law enforcement. The district may, in certain circumstances, contact law enforcement even if permission to search is granted.

VISITORS TO THE SCHOOL

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors must be prepared to show identification.

The district has deployed a visitor management system as part of its responsibility to provide a safe school environment for its students and staff. The system allows schools and facilities to produce visitor badges, monitor volunteer hours, and electronically check all visitors against registered sexual offender databases. The overall goal is to better control access to schools, thus providing enhanced protection for our students and staff. The district considers parents as partners in their children's education and encourages parents to actively participate in their children's education and school, while maintaining a safe learning environment for all.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.

Even if the visit is approved prior to the visitor's arrival, the individual must check in at the main office first.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

SECTION II: ADMISSIONS, ATTENDANCE, ABSENCES, RELEASE FROM SCHOOL, TRANSFERS AND WITHDRAWAL INFORMATION

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child’s attendance affects the award of a student’s final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Ages 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older has more than five unexcused absences in a semester, the district may revoke the student’s enrollment. The student’s presence on the school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

State law requires that a student between the ages of six and 19, if the student has not graduated or earned a GED, attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on the state assessment for his or her grade level and applicable subject areas.

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work and the required absence documentation is submitted by parent to the campus. These include the following activities and events:

- Student is enrolled and attending an off-campus dual credit program course;
- Students who are participating in an off-campus work-based learning opportunity and are not scheduled to be on campus during any part of the school day
- Activities that are approved by the local school board and under the direction of professional staff of school or adjunct staff member;
- Student participation in a mentorship program approved by campus administrator to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program;
- Religious holy days (Includes 1 day of travel to and 1 day of travel from the site of holy day observance). Ceremonies, meetings, retreats, and mission trips are not considered holy days for this purpose;
- Required court appearances for the student mandated by a criminal, civil, or traffic matter. Meetings with probation officers are not a required court appearance under this exemption. (Includes 1 day of travel to and 1 day of travel from the court location);
- Activities related to obtaining United States citizenship for the student. (Includes 1 day of travel to and 1 day of travel from the governmental office location);
- Activities related to student obtaining and attending United States naturalization oath ceremony (Includes 1 day of travel to and 1 day of travel from the ceremony site)

- Student is in grades 6-12 and misses school for the purpose of sounding “Taps” at a military honors funeral. [Only 1 day at a time allowed.]
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student’s arrival or return to campus and the student must commence classes or return to school on the same day.
- Students in the conservatorship (custody) of the state,
 - An activity required under a service plan under Texas Family Code, Chapter 263, Subchapter B; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student’s participation in the activity outside of school hours.
- Junior or senior students only, visiting a college or university to determine interest in attending. The absence must be authorized by the board under policy FEA(LOCAL), be approved by the campus principal, be verified by required documentation, and, the student must make up any missed work. Students are allowed a maximum of two absences each of their junior and senior years.
- Student serving as an early voting clerk, provided the district’s board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers and the student receives approval from the principal prior to the absence (maximum two days allowed per year);
- Student serving as an election clerk, if the student makes up any work missed (maximum two days allowed per year).
- Student is 17 years of age or older and participates in an activity to pursue enlistment in a branch of the United States Armed Services or the National Guard. A maximum of four absences are allowed during a student’s enrollment in high school. A letterhead from the recruiting office describing the date and activity is required.
- As listed in the areas of this handbook addressing Accommodations for Children of Military Families, absences of up to five days that are within 30 days of return from deployment or 60 days prior to deployment will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.
- An absence of a student in grades 6-12 for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran will be counted as an excused absence by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student’s enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking the student’s enrollment the district may implement a behavior improvement plan.

Between Ages 6 and 19

When a student between ages 6 and 19 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the parent, as required by law, to remind the parent that the parent’s duty to monitor his or her child’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measure will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

If you have questions about your student and the effect of his or her absences from school, please contact a campus administrator or the director of student services.

A court of law may also impose penalties against a student's parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on ten or more days or parts of days within a six-month period in the same school year.

If a student ages 12-18 incurs unexcused absences on ten or more days or parts of days within a 6-month period in the same school year, the district, in most circumstances, will refer the student to truancy court. [See policy FEA (LEGAL).]

Attendance for Credit or Final Grade

To receive credit or a final grade in a class, a student in kindergarten – grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

If the student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [FEC (LOCAL)]

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

If makeup work is completed, absences for the reasons listed above at Exemptions to Compulsory Attendance will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.

- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

The student or parent may appeal the committee's decision to the Board of Trustees by filing a written request with the superintendent in accordance with policy FNG (LOCAL). The actual number of days a student must be in attendance to receive credit will depend on whether the class is for a full semester or for a full year.

Official Attendance-Taking Time

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day.

For elementary campuses (grades below 6), official attendance is taken at 10:20 a.m.

For secondary campuses (grades six and above), official attendance is taken at 10:20 a.m.

Live Oak Academy: 12:30 p.m. – 5th Period

A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below to provide documentation of the absence.

For attendance for virtual learning, please refer to [The Hays CISD 2020-2021 Covid-19 Response Plan](#) also linked on the Hays CISD website.

Documentation after an Absence

When a student is absent from school, the student – upon arrival or return to school – must bring a note signed by the parent that describes the reason for the absence, unless a note was provided by the parent at the time the student was signed out early from school for an absence. A note signed by the student, even with the parent’s permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law.

The excuse note must be submitted within five school days after the students return. The campus will document in its attendance records for the student whether the absence is considered by the district to be excused or unexcused. Please note that unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if the parent provides a note explaining the absence.

Doctor’s Note After an Absence for Illness

Within five days of returning to school, a student absent for more than five consecutive missed school-days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended absence from school. Otherwise, the student’s absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student’s absence from school to determine whether the absence or absences will be excused or unexcused. [See FEC (LOCAL)]

Driver License Attendance Verification

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student’s attendance records and, in certain circumstances, for a school administrator to provide the student’s attendance information to DPS. A verification of enrollment (VOE) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Tardiness

A student is considered tardy if:

- He/she is not in his/her assigned area when the class bell rings and the teacher is unaware of the student’s whereabouts;
- He/she departs from school earlier than the official dismissal time;
- He/she enters his/her assigned area after the class bell rings.

All tardies will be recorded on the student grade card. Each campus has specific tardy consequences that are communicated to the parent/legal guardian. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

ADMISSIONS

Age Requirements

Pre-Kindergarten

A child must be four years of age on September 1 of the current school year and meet one of these requirements:

- a. The child is identified and verified as LEP; or
- b. The child is considered educationally disadvantaged because of income as presented on the Free and Reduced Meal Application form, or other acceptable benefits or income documentation; or
- c. The child is homeless, as defined by federal law, regardless of the residence of the person, either parent, or the guardian or other person having lawful control, as explained in the procedure on admissions.
- d. The child is a dependent of an Active Duty Military member or mobilized Reservist; or, a member who was hurt or killed while on active duty;
- e. The child is a dependent of a Star of Texas Award recipient due to the parent or guardian being a first responder who was severely injured or killed in the line of duty; or
- f. Is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code. (TEC 29.153) These students include not only

students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship; or

- g. The child was enrolled in and attended a 3-year old Pre-K Program at another Texas Public school during the prior school year.

Kindergarten

A child must be age 5 on or before September 1st.

First Grade

A child must be age 6 on or before September 1st.

Note: Upon enrollment in pre-kindergarten (PK) or kindergarten, a child must attend school. Texas Education Code states that PK and kindergarten students are subject to compulsory school attendance rules.

Residency Requirements

Parents must submit proof of residence within district boundaries, such as a current home landline telephone bill, utility bill, or an effective mortgage or lease contract if it includes the parent's name and a service or property address of their residence. Parents must complete the Student Residency Questionnaire to declare where the student is living, and if proof of residency in the district is not available, the student may receive services under the McKinney-Vento Homeless Assistance Act. Similarly, if the student is living in a shelter, in a motel, car, or campsite, the student may come under the McKinney-Vento Homeless Assistance Act.

A minor student who is living separate and apart from a parent, legal guardian, or other person having lawful control under a court order, or a minor student who resides with parents outside of the district but whose grandparents reside in the district and provide a substantial amount (as defined by the Board of Trustees) of after school care, may apply for admission. The district is not required to admit a student who has engaged in conduct within the preceding year that resulted in removal to a Disciplinary Alternative Education Program (DAEP) or expulsion, who has engaged in delinquent conduct or conduct in need of supervision, who is on probation, or who been convicted of a criminal offense and is on probation or other conditional release.

Documentation

In addition to proof of residency, the parent will need to present the following documents/information to register a student:

1. **Proof of child's identity:** Copy of the official birth certificate or other reliable proof as outlined in the TEA Student Attendance Accounting Handbook (SAAH). Other demographic information required includes complete name, sex, ethnicity, date of birth, home language, and migrant information. Parents are strongly urged to voluntarily present the child's Social Security card for enrollment. The child's Social Security number is important in ensuring that the correct information is received and is used in connection with our state reporting systems, including but not limited to Public Information Management System (PEIMS) and the Texas Academic Performance Reports (TAPR). **For children under the age of 11, if a copy of the original birth certificate is not presented, the parent/guardian must write a note stating why the copy cannot be presented and must provide an alternate acceptable documentation of the child's identity and age, as defined in the TEA SAAH.** Inability to afford a copy is not an acceptable reason, as the parent must go to the vital statistics department for the state and obtain a free/screen printed copy for proof to the campus. If the parent does not provide the copy of the original birth certificate, or written explanation plus alternate documentation, within 30 days of enrollment (90 days if the child was born outside of the US), the district, as required by law, will report the student to the local police department for a determination of whether the child has been reported missing.
2. **Academic information:** A copy of the child's records from the school the child most recently attended. Even if written documentation is not available at the time of registration, the parent must explain the following to school officials:
 - Information regarding special education/Section 504 disabling condition and instructional setting.
 - Information regarding disciplinary placement: placement in a DAEP, disciplinary transfers, expulsion, etc. Texas Education Code Section 37.008(j) stipulates that if a student was placed in a DAEP by another school district and has not completed the term of placement, our District shall continue the placement in a DAEP in our District until the term is completed by the student. Therefore, it is necessary that parents and students wishing to enroll clearly communicate such a placement to the school upon registration.
3. **Up-to-date immunization record:**

- **Students who have never before been enrolled in a school in Texas or the United States** - If the child is initially entering a public school (i.e., pre-kindergarten or kindergarten or coming from another country), immunization records are required before the student can be enrolled. [Texas Education Code Section 38.001(a)]. A student may be provisionally admitted if the student has begun the required immunizations, as verified by submitted records, and continues to receive the necessary immunizations as rapidly as is medically feasible.
- **Students who are transferring from another school in Texas** - The parent must present copies of the immunization record that establishes that the student's immunizations are current. A grace period of 30 calendar days may be allowed while the school awaits the transfer of written proof of the immunization which the child has been given prior to enrollment; this does NOT mean that the parent has 30 days to have the student immunized. The student may be provisionally admitted during the thirty-day grace period, or if the student has begun the required immunizations, as verified by submitted records, and continues to receive the necessary immunizations as rapidly as is medically feasible.
- **Exceptions to the immunization requirements** - Immunizations are not required if the person seeking to enroll the student submits an affidavit or certificate signed by a physician (who is duly registered and licensed to practice medicine in the United States) setting out the physician's opinion that the required immunization(s) pose(s) a significant risk to the health and well-being of the student or any member of the student's family or household. Immunizations are also not required if the person seeking to enroll the student submits an affidavit stating the immunization is being declined for reasons of conscience or religious belief. (A person who has not received a required immunization for reasons of conscience or religious belief may be excluded from school in times of emergency or epidemic declared by the Commission of Public Health.)

Information in English and Spanish is available on an easy-to-read chart on the Department of Health website at www.dshs.state.tx.us/immunize/school/default.shtm or you may acquire this information from a campus nurse.

Additionally, go to the district's website for information regarding the following:

- The immunizations required for admissions to public school;
- Any immunizations or vaccines recommended for public school students by the Department of State Health Services;
- Health clinics in the district known to the district that offer the influenza vaccine; and
- A link to the Department of State Health Services Internet website.

The parent is required to complete various registration forms at the school, some of which will be the student registration card and the home language survey.

Should the parent not have written documentation of the above information at the time of registration, the written proof must be submitted within 30 calendar days. The student shall be enrolled by having the parent give the information verbally to school personnel or complete the registration questionnaire. If the documentation is not submitted within 30 days, the principal shall report to the proper authorities as required by law. It is vital that parents be aware of the importance of giving correct information and their legal obligation to do so. This paragraph does not apply to proof of residence documentation requirements. Students will be enrolled until documented proof of residence is provided by the parent.

Legal Surname

A student must be identified by the student's legal surname, as it appears on the student's birth certificate or other document suitable as proof of the student's identify, or in a court order changing the student's name.

MULTIPLE BIRTH SIBLINGS

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed within the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See Policy FDB (LEGAL)]

HOMELESS STUDENT SERVICES

Students who have lost permanent housing and lack a fixed, adequate, and regular nighttime residence may be eligible for homeless education services. For more information on services for homeless students and families in transition, contact your student's campus counselor or the district's McKinney-Vento liaison for homeless children and youth, director of federal programs and grants, at 512-268-8141, ext. 45018. <https://www.hayscisd.net/site/Default.aspx?PageID=399>

LEAVING CAMPUS

Please remember student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a child early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

State rules require that parental consent be obtained before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place to document parental consent:

- For students in elementary and middle school, a parent or otherwise authorized adult must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the attendance office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the attendance office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a child in elementary or middle school be released unaccompanied by a parent or adult authorized by the parent.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services through the student's enrollment in the district. Please contact the campus principal or counselor with any questions.

A student who is placed in the custody of the state and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest grade level at the particular school. In addition, if a student in grade 11 or 12 transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

STUDENT TRANSFERS WITHIN THE DISTRICT

Transferring a child from his or her home campus to another is a serious consideration and involves risk that the student's eligibility to participate in sports or other UIL activities will be adversely affected and the risk the transfer may be revoked (even through no fault of your own) before a child completes all grades at a campus. General student transfer requests are only considered if they are submitted in January prior to the school year in which the transfer will be requested. Limited

exceptions apply to students who are bullied (as defined in district policy and the Texas Education Code) or are victims of violent crime (as governed by the district's transfer policies and procedures).

Hays CISD is fortunate to have 24 campuses where students experience equally robust academic, extracurricular, and school-family experiences. A key strength of the district is its commitment to the neighborhood school concept. Students experience their formative years with friends who live close by and at campuses that share identical core programming and resources across the district – the most important of which is the exceptional teaching staff and campus administration.

Every student in Texas has a right to a free public education based on the home campus assigned to his or her address. Except for a few, rare situations outlined in the Texas Education Code, transfers are considered a privilege and not a right. In fact, most school districts are not able to accommodate student transfers for anyone.

Hays CISD understands that sometimes a school transfer may be necessary or desired by families for a variety of reasons. For now, the district is still able to accommodate a limited number of transfers at some of its campuses. Because of class size requirements, and in some cases physical space at a campus, there are a set number of transfer seats available at campuses that have room. The general transfer request period is open in January of each year.

Students initially shall be assigned to the school within the attendance area in which they reside, with the following exceptions:

1. A student, whose place of residence changes from one attendance area to another during the school year may finish the year at the school in which the student began, provided the parents accept responsibility for transportation.
2. A student may be allowed to attend school outside the attendance area in which the student resides if proof of a contract for construction is submitted to the campus principal.
3. A student may be assigned by the superintendent to a school outside of the home attendance area in the special interest of the student and/or the school.
4. Once a student is granted an intradistrict transfer, the student may continue at that campus until finishing the last grade level at that campus provided: the student continues to be a resident of Hays CISD; the student complies with all rules associated with a school transfer and the transfer is not revoked for attendance, disciplinary, or any other reason; and the district continues to have available space at the transfer campus to accommodate transfer students.

Transfer requests shall be determined by the following guidelines:

- Kindergarten through Grade 5 transfers shall be considered if the grade-level capacity is less than 90 percent.
- Sibling transfers shall not be considered.
- Middle school transfers shall be considered only within the same high school feeder pattern.
- High school transfers shall not be considered, unless they are within the designated exceptions outlined in Board policy.

Requests from the parents of special education students for school choice or transfer to another school or program shall be considered in accordance with applicable state and federal laws.

The district shall not be responsible for transportation of a student who is granted an intradistrict transfer to a campus outside the student's attendance area, except as provided in administrative procedures.

A student for whom an intradistrict transfer is approved shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the district, including those for student conduct and attendance, and that violation of the district's rules and regulations may result in revocation of the intradistrict transfer agreement. A campus principal may make a recommendation to the superintendent or designee that a student's intradistrict transfer be revoked for violation of such rules and regulations.

Please note the following important information regarding transfers:

- The principal is authorized to transfer a student from one classroom to another.
- The following placements are not considered transfers, and the transfer procedures do not apply:
 - Students in bilingual/ESL programs whose home campus does not provide the program enroll automatically in the school providing the service;

- Students who are placed at another elementary school because the home elementary school is capped at the child's grade level.
- Students accepted into a STEM or dual language program at a campus other than his or her home campus.
- Students enrolled in pre-K at a campus other than his or her home elementary school campus.

STUDENT TRANSFERS FROM OTHER DISTRICTS (NONRESIDENTS)

The district does not allow students who do not reside within district boundaries to enroll in its schools, except in certain circumstances. Board policy FDA (LOCAL) lists the following exceptions to the residency requirement:

1. Children of nonresident district employees, following approval in accordance with administrative procedures;
2. Resident students who become nonresidents during a semester may be permitted to continue in the district school for the remainder of the semester, following parent request and recommendation by the principal and approval in accordance with administrative procedures; and

Out of district transfer students must re-apply before each school year.

WITHDRAWAL FROM SCHOOL

A parent wishing to withdraw a student from school should notify or call the school at least 24 hours prior to withdrawal for information on specific procedures and times for withdrawals. The principal or other administrator will verify the information when the parent arrives to provide the name of the new school, new home address, and phone number if applicable to the withdrawal. The formal withdrawal request must be signed for use as documentation that the students will continue to be enrolled in a school as required by the compulsory attendance laws.

On the student's last day, the withdrawal form must be presented to each teacher for book clearance; to the librarian to ensure a clear library record; to the clinic for health records; and to any other campus office requiring a clearance. A copy of the withdrawal form will be given to the parent or student, and a copy will be uploaded in the student's permanent cumulative record.

A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature.

SECTION III: ACADEMIC INFORMATION

ACADEMIC PROGRAMS

The district curriculum is based on the Texas Essential Knowledge and Skills (TEKS) framework provided by the Texas Education Agency (TEA). A foundational and enriched curriculum is provided by the district. Each campus has a copy of the Middle School Course Guide and the High School Course Guide and each guide is available on the district website. The contact number for academic programs is 268-2141, ext. 46058.

Additionally, the school counselor provides students and parents information regarding academic programs to prepare for higher education and career choices.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

The district offers career and technical education programs in:

- Agriculture, Food and Natural Resources
- Architecture and Construction/Manufacturing
- Arts, A/V Technology and Communications
- Biomedical Sciences – Project Lead the Way
- Business and Finance
- Education and Training/Human Services
- Health Science Technology
- Hospitality and Tourism
- Information Technology
- Law, Public Safety, Corrections and Security
- Marketing
- Science, Technology, Engineering and Mathematics – Project Lead the Way & SystemsGo
- Transportation, Distribution and Logistics

Admission to these programs is based on interest and aptitude, age appropriateness, and class space availability. Hays CISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and career and technical education programs. These programs will be offered without regard to race, color, national origin, sex, or disability. [Also see **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

CLASS RANK AND CREDIT INFORMATION

The district shall use a weighted grading system to arrive at the grade point averages (GPA) to be used in determining valedictorian, salutatorian, and class ranking for high school students. Students shall have the following courses used in determining valedictorian, salutatorian, and class rank.

Tier I - Tier I courses are designed to prepare students to take Advanced Placement exams and follow the guidelines prescribed by the College Board. Students can earn college credit depending on the score of the AP exam and the receiving university. Tier I courses carry a 6.0 weight.

Tier II - Tier II courses include Pre-Advanced Placement, TEA identified and district identified advanced courses. The curriculum design and instruction present material at an accelerated rate and at a higher level than in grade level classes. Tier II courses carry a 5.0 weight.

Tier II DC (Dual Credit) – Tier II DC courses include dual credit courses taken either on the high school campus or college campus and count for both high school and college credit. The curriculum in these courses meets the TEA identified standards and college standards, so the student is enrolled in both the high school course and the college course at the same time. Tier II DC courses carry a 5.0 weight for A, B, and C grades received from colleges. Hays CISD does not recognize nor post D, F, or W grades from colleges.

Tier III - Tier III courses include grade level TEKS courses. The curriculum design and instruction are for all students regardless of academic ability. Tier III courses carry a 4.0 weight.

Tier IV - Tier IV courses are developed locally for local credit. Tier IV courses carry a 3.0 weight.

Courses Weighted for Class Rank

Tier II	
English 1 Pre AP	English 2 Pre AP
Algebra I Pre-AP	Algebra 2 Pre-AP
Geometry Pre-AP	Pre-Calculus Pre-AP
Calculus: Independent Study Math	Statistics: Independent Study Math*
Biology I Pre-AP	Chemistry I Pre-AP
Physics I Pre-AP*	Anatomy and Physiology
World Geography Pre-AP	World History Pre-AP
Spanish 3 PreAP	French 3 PreAP
German 3 PreAP	ASL 4
Advanced Computer Programming	PLTW – Engineering, Design, Development
Computer Science 3	
Beginning with students entering grade 11 in the 2014-2015 school year, credits earned through dual credit programs with colleges and universities with whom the district has articulation agreements shall be used to calculate class rank as Tier II DC courses.	

Tier I	
English AP Language	English AP Literature
Calculus AB AP	Calculus BC AP
Statistics AP	Biology 2 AP
Chemistry 2 AP	
Physics 1 AP: Algebra-Based	Physics 2 AP: Algebra-Based Physics C Electricity and Magnetism
Physics 2 C AP	Environmental Science AP
Psychology AP	Human Geography AP
World History AP	United States History AP
United States Government AP	Macroeconomics AP
Comparative Government AP	Computer Science AP
Computer Science Principles AP	Music Theory AP
Art History AP	Studio Art: Drawing AP
Studio Art: 2Dimensional Design AP	Studio Art: 3-Dimensional Design AP
Spanish 4 AP	Spanish 5 AP
French 4 AP	German 4 AP

Courses taken for high school credit while in middle school will count in the student’s high school cumulative grade point average (GPA) and recorded on the high school Academic Achievement Record (transcript).

All semester grades, except those awarded for band, choir, drill team, cheerleading, athletics, and student aide, shall be used to compute class ranking.

Credits earned through dual credit programs with colleges and universities with whom the district has a partnership shall be used to calculate class rank as Tier II DC courses.

The scale below indicates the grade point value of the dual credit grades earned. No grade points are earned for grades of D, W, or F in dual credit courses. The D, W, or F is also not recorded on the student’s transcript nor counted as an attempt in calculation of GPA and class rank. The following grades will be recorded on the student’s transcript for the A, B, and C awarded through ACC.

ACC Dual Credit Grade*	Hays CISD Grade Recorded	Hays CISD Tier II DC Grade Point Scale
A	95	5.0
B	85	4.0
C	75	3.0
D	Grade is not recorded on student’s transcript, nor counted as an attempt in calculation of GPA and class rank.	
F		
W (withdraw)		

Class rank is based on students’ GPA using grades for each semester, except for the final senior rank. Class rank for seniors is frozen at the end of the 6th week of the 4th nine-week grading period. Freshman class students are not ranked.

The junior class rank will be made available no later than the last day of the 6th week of school. The final junior rank is distributed no later than the 3rd week in June. This rank is used for the purpose of college admissions during the summer of the junior year and fall semester of the senior year. Rank for *new to district seniors* will be added through a comparative rank based on transfer grades, coursework and credits from the student’s Academic Achievement Record.

Mid-year, class rank will be made available to seniors by the end of the 3rd week of the spring semester. Junior and sophomore class rank will be made available to students no later than the 6th week of the spring semester.

Final Junior Class Rank – At the end of each year no later than the 3rd week of June, a final junior class rank will be calculated and applied to transcripts for access through the Texas Records Exchange (TReX) prior to the July 1st application window of state universities. Due to COVID-19, there were changes made in 2019-20 that did not include GPA into rank for 9th-12th grade students for the Spring Semester only. This only applied to School Year 2019-20. These changes were approved by the Board of Trustees for the purpose of Home Learning due to COVID-19.

Grade Point Average (GPA) is calculated for all students (9-12) at the end of every semester. The accompanying scale indicates the grade point value of the grades earned. No grade points are earned for semester grades of 69 or below. Rank is not calculated for freshman. The exception to this was the spring of 2020 during COVID. No grades were included in GPA nor rank for the Spring semester of 2019-20.

Grade Point Scale				
Grade	Tier IV	Tier III	Tier II	Tier I
100	3.0	4.0	5.0	6.0
99	2.9	3.9	4.9	5.9
98	2.8	3.8	4.8	5.8
97	2.7	3.7	4.7	5.7
96	2.6	3.6	4.6	5.6
95	2.5	3.5	4.5	5.5
94	2.4	3.4	4.4	5.4

93	2.3	3.3	4.3	5.3
92	2.2	3.2	4.2	5.2
91	2.1	3.1	4.1	5.1
90	2.0	3.0	4.0	5.0
89	1.9	2.9	3.9	4.9
88	1.8	2.8	3.8	4.8
87	1.7	2.7	3.7	4.7
86	1.6	2.6	3.6	4.6
85	1.5	2.5	3.5	4.5
84	1.4	2.4	3.4	4.4
83	1.3	2.3	3.3	4.3
82	1.2	2.2	3.2	4.2
81	1.1	2.1	3.1	4.1
80	1.0	2.0	3.0	4.0
79	.9	1.9	2.9	3.9
78	.8	1.8	2.8	3.8
77	.7	1.7	2.7	3.7
76	.6	1.6	2.6	3.6
75	.5	1.5	2.5	3.5
74	.4	1.4	2.4	3.4
73	.3	1.3	2.3	3.3
72	.2	1.2	2.2	3.2
71	.1	1.1	2.1	3.1
70	.1	1.0	2.0	3.0
69 and below receive no grade points				

Students entering grade 9 in the 2014-15 school year and after will be under a different graduation program than previous school years. In accordance with state law, these students will graduate on the HB 5 – Foundation High School Graduation Program, with Endorsements.

CLASS SCHEDULES

This section addresses class schedules. Schedules are determined at each campus. Additional information regarding schedules and schedule changes can be found in the Middle School Course Guide and the High School Course Guide.

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

Class Schedules

Master schedules are developed in the spring prior to the upcoming year. Student course selections during the spring inform how many teachers and sections will be needed for a course. This process allows administrators to plan and to hire for optimum academic strength. Careful course selection also eliminates the need for schedule changes

Course Selection Process

Students select courses in the spring prior to the next school year by utilizing information learned in and after discussion with counselors, parents, and teachers. Careful, thoughtful decisions must be made during this process. Student course request verifications are provided in the spring and again in the summer so each student can confirm and finalize the appropriate choices have been selected and entered into the program.

It is important that parents and students attend the informational meetings held during the spring course selection process. Although students complete course requests online, through the student information system, TEAMS, counselors will also

keep paper copies of course selection sheets on file. Students will be given a copy of their course selections in the spring so that they will have the opportunity to make changes before their schedule is finalized in the summer. A full staff of counselors is not on campus all summer, so it is best to make adjustments before school gets out.

Students develop their 4-year Personal Graduation Plan in eighth grade on (<https://www.xello.world.com>) with the assistance of their middle school and high school counselors. In accordance with HB5, the Foundation High School Graduation Program, parent and student conferences will be held to plan the students 4 years in high school, including at least one endorsement.

Both parents and students can access this website and discuss their choices and plans together. During the 9th grade school year, high school counselors will meet again with students to talk about their 4-year Personal Graduation Plan.

Schedule Change Process

Teacher schedules and employment are based on student requests; therefore, few schedule changes are approved. Once students receive their course request verifications, they can turn in their changes to their counselor before the end of the school year. Students also have the opportunity to change their requests during schedule pick up before school starts. Students must obtain a *Schedule Change Request Form* from the counselor or administrative office. The form must be filled in completely or the request will not be considered. The information includes input from the student and parents.

Schedule changes will be considered during the first 2 weeks of class for the following reasons only:

- The student is a senior not scheduled into a course needed for graduation.
- The student has already earned credit for a course in which he/she is currently scheduled or the class is listed twice on the schedule.
- The student does not have the prerequisite for a class listed on the schedule.
- The student has been dismissed from a program where approval must be granted for placement.
- The student does not have a full schedule.
- The schedule has a data entry error.
- The student needs remedial coursework for state assessment graduation requirements.
- The student is not in the appropriate class as determined by an ARD committee decision.
- The student is enrolled in a program whose sponsor, director, or teacher has requested a change.
- There has been approval by the Principal or Academic Dean for a schedule change.

Course Level Changes

Course level changes will be considered only at the end of the first 6 weeks of the first 9 week grading period for each course that offers a different level of the same course. To be considered for a transfer from a Pre-AP or AP course, the student must have made a sincere effort to succeed by attending tutorials, completing assignments and conferencing with the teacher. When a student moves from one level to another level, the actual grade earned in the previous class transfers with him/her to the new class, regardless of the level. The grade will be calculated into the proper grading period (9 weeks and semester). The student assumes all responsibility for the requirements in the course entered.

The parent must conference with the teacher before a course level change will be considered. If these conditions are met and all are in agreement, the student will be considered for a change. Space availability in the receiving course will be a consideration for a level change.

Changing a schedule could involve a change of more than one period, but every effort will be made to “save” the student’s schedule as approval may also depend on the number of other classes that may be affected by the level change.

More information regarding schedule changes can be found in the High School Course Guide.

COLLEGE AND UNIVERSITY ADMISSIONS

To be eligible for automatic admission to a Texas four-year college or university, a student must be on track to graduate with the Distinguished Level of Achievement under the Foundation High School Graduation Program. This means that a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses.

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the university's enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University of Texas at Austin during the summer or fall 2020 and 2021 term, the university will be admitting the top six percent of the high school's graduating class who meet the above requirements. A student who is not in the top seven percent of his/her graduating class may still apply to UT. The top seven percent are only for automatic admission, not regular admission to the university. Additional applicants will be considered by the university through a holistic review process.

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

COLLEGE CREDIT COURSES

High School Students may, with permission of parent and principal, take college credit courses. Several courses are offered at each high school during the school day through Austin Community College (ACC). Students enrolled in dual credit classes will take the ACC course at their home campus or on the Hays ACC campus. ACC classes are free when offered on Hays CISD or the Hays ACC campuses while the student *is* still enrolled in high school. Students who take college courses will be required to purchase their textbooks. It is up to the college teacher to pick the textbook and up to the student to be prepared for the first day of class. Additional information regarding college credit courses can be found in the High School Course Guide. 8th grade students, who are college ready, may apply for dual credit + courses through ACC on their high school campuses. These students and their parents are asked to contact their counselors for more information on how to determine they are college ready. All college credit courses have college readiness eligibility requirements and must be approved prior to enrollment in the course. Students must also apply to ACC. Please see the school counselor for more information.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward a student's desired degree plan. After 12 college level courses have been completed, there will be change in the cost of the next courses for graduation..

Students can also earn college credit through University of Texas OnRamps program and through AP exams. UT OnRamps courses are concurrent enrollment college classes a student can take while in high school. The HS teacher deliver the curriculum in collaboration with a UT professor. The students get a HS grade and a grade that goes on their college transcript. Refer to

https://www.hayscisd.net/cms/lib/TX02204837/Centricity/Domain/65/Difference_between_DC_AP_and_OnRamps_2019-20.pdf there is a cost for UT OnRamps. Students and parents are encouraged to discuss these options with their school counselor.

CORRESPONDENCE COURSES

All high school students may take correspondence courses and earn credit toward graduation. Prior to enrollment in correspondence courses, students must make a written request to their high school counselor for approval. Credit toward state graduation requirements shall be granted only under the following conditions:

- The institution offering the course is The University of Texas at Austin, Texas Tech University or other public institutions of higher education approved by the Texas Commissioner of Education (students must check with counselor for approval before starting a correspondence course) If a student has goals of playing college sports, it is their responsibility to check with NCAA for eligibility. Students should check with the NCAA website, coach or counselor. www.ncaa.org/student_athletes.

- The correspondence course includes the state required Texas Essential Knowledge and Skills.

Students may, with counselor approval, earn credit through a correspondence program for courses based on Texas Essential Knowledge and Skills. These courses are not paid for by Hays CISD and are the responsibility of the student and parents to purchase textbooks and pay fees. Some of these courses can be done online. Correspondence courses are not accepted for Division I and Division II athletes. Please see NCAA website for more information.

Students should be cautious of enrolling in core correspondence courses if he/she is a possible National Collegiate Athletic Association (NCAA) athlete. Some core correspondence courses are not accepted by NCAA. Students are encouraged to discuss any core course enrollment with their school counselor and view the NCAA Eligibility Center website for more information.

COUNSELING

Academic Counseling

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and CTE opportunities, as well as information on the importance of postsecondary education. The high school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact the campus counseling office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports. [For more information, refer to EHBA (LEGAL), FFE (LEGAL) and FFG (EXHIBIT).]

COURSE CREDIT

A student in grades 9-12 and middle school students enrolled in high school credit courses will earn credit for a course only if the final grade is 70 or above. Semester grades earned for full year courses will be averaged together to determine the awarding of credit, within the same school year. For credit to be awarded, one semester grade must be equal to or greater than 70 and the average of the final grade for Semester 1 and Semester 2 must be equal to or greater than 70. If both semesters receive a grade lower than 70, both semesters must be retaken for course credit. One repeated/recovered semester may not be averaged with a failing semester grade for awarding of the full course credit. Summer school grades will not be averaged with the semesters taken during the school year for credit.

Alternative Credit Options

Several options are open to students who want to earn credit outside the traditional classroom. Students may take correspondence courses, examinations for credit recovery or acceleration, participate in dual credit or concurrent enrollment courses, or participate in Hays CISD online learning opportunities. Online coursework is offered on *Edgenuity* (<https://www.hayscisid.net/digitallearning>).

Students should contact their counselor for more information about these alternatives as not all courses are allowed for alternative credit options. Students are not allowed to take more than two online courses in one semester or more than two dual credit courses in one semester. Please see your school counselor for more information and approval for enrolling in these classes.

Students who are registered with NCAA should check with their counselor before enrolling in any distance learning or online class because *Edgenuity* (<http://www.edgenuity.com/solutions/ncaa/>) and the University of Texas (<https://highschool.utexas.edu/>) offers online courses that are taught by approved NCAA instructors. Not all online programs nor the Hays CISD Edgenuity courses are approved for NCAA eligibility. Taking a non-approved NCAA course online could negatively impact a student's NCAA eligibility.

Students who are registered with NCAA should not enroll in online credit recovery. There are online programs that are approved for NCAA credit eligibility. Students should check with their counselor for more information.

CREDIT BY EXAM FOR ACCELERATION

Students may take Credit by Exam to earn credit in a course in which they have had NO prior instruction, i.e., for advancement or to accelerate to the next grade level. Credit by Exam is offered through the University of Texas at Austin or Texas Tech University, but administered on the Hays CISD high school campuses. A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction, i.e., for advancement or to accelerate to the next grade level.

On Exams for Acceleration a student must score 80 to receive credit on his or her academic transcript. The school district pays for the cost for Exams for Acceleration and will provide dates during the year for students to test. The dates for testing are published on the District's website. If a student wants to take an Examination for Acceleration during this school year, he or she must contact his or her counselor to make arrangements to take the test. Should a student take the test and fail to score 80, the grade will not be recorded on the transcript.

The exams offered by the district are approved by the district's board of trustees, and state law requires the use of certain exams. The dates on which exams are scheduled during the 2020-21 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district or if a request is made outside of these time frames by a student experiencing homelessness or by a student involved in the foster care system. There is no cost for these exams.

CREDIT BY EXAM FOR CREDIT RECOVERY

Students may take Credit by Exam to earn credit in a course in which they have had prior instruction and failed to pass the course after final course grades are posted. Credit by Exam is offered through the University of Texas at Austin or Texas Tech University, but administered on the Hays CISD high school campuses. To take a credit by exam for credit recovery students have counselor approval. Students who successfully pass the credit by exam test with a grade of 70 will be given credit for the courses. These grades will be recorded on the student's transcript. Should a student take the test and fail to pass, the grade will not be recorded on the transcript. Students should contact their high school counselor for more information for credit by exams for credit recovery. A student cannot use a credit by exam as prior instruction. There is no cost for a credit by exam for credit recovery.

DISTANCE LEARNING

Distance learning courses encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

Hays CISD provides online learning opportunities for students. A student has the option, with certain limitations, to enroll in an online course offered to earn course credit for graduation. In limited circumstances, a student in grade 8 may also be eligible to enroll in an online course.

Online courses are subject to the "no pass, no play" UIL rules. The grade reported by the online course provider is considered a part of the student's transcript and grades are calculated as a part of the student's GPA and class rank.

For more information, visit <http://digitalhays.wixsite.com/home/virtual-learning>

Registration information is available online. Counselors review all course requests to ensure enrollment is consistent with the high school student's graduation plan and approve the course before the student can complete the registration process.

A copy of policy EHDE will be distributed to parents of middle and high school student at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus principal.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through a preapproved institution, in order to earn credit in a course or subject, the student must receive permission from the counselor prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

GRADE CLASSIFICATION

Students are classified according to the number of credits they have earned and their years in high school. Required classification credits are listed below:

Students entering grade 9 should have the following credits to be classified in a grade level in high school

Freshman - Promotion from 8th grade

Sophomore - 6 to 11.5 credits

Junior - 12 to 17.5 credits

Senior - 18 plus credits

Students are expected to graduate with an Endorsement under the Foundation High School Graduation Program or on the Distinguished Level of Achievement under the Foundation High School Graduation Program. Both of these programs require 26 credits. If a student enters his/her senior year with 18 credits, he/she will need to take 8 classes in order to graduate. This means 7 classes will be taken during the school day and one class outside of the school day.

GRADING GUIDELINES

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the campus. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed

Grading Standards – Elementary

Hays CISD expects students to give their best effort the first time an assignment is made or a project or test is given. To ensure this quality of work, the following rules apply:

1. Teachers are required to record a minimum of one daily grade per week and a minimum of three major grades per grading period for each content area.
2. Daily grades will count for 75% and major grades will count for 25% of the overall grade for a grading period.
3. Teacher discretion may be used to determine what assignments constitute a daily or major grade, except for district-required Curriculum Based Assessments, which are to be recorded as a daily grade and eligible for reassessment.
4. Homework may be assigned and rewards or consequences given for completion or non-completion. Homework may not receive a numerical grade in the gradebook.
5. Students may not receive grades for participation without demonstrating mastery of the objective standards and district curriculum or as documented in their IEP.
6. Students have five school days from the time an assignment or test is returned to the student to receive re-teaching and to re-do the daily grade assignments.
 - 2020-2021 addendum - Due to the implementation of virtual/remote learning and a new learning management system, for the first nine-weeks of school year 2020-2021, missing assignments completed and turned in before the end of the nine weeks will be assigned the appropriate grade that reflects mastery of learning objectives
7. Students may re-submit daily grade assignments and re-test only one time per assignment.
8. Students may receive a maximum grade of 75 on all re-submitted daily grade assignments and tests.
9. Major grades are not eligible for re-do.

- 2020-2021 addendum - Due to the implementation of virtual/remote learning and a new learning management system, for the first nine weeks of school year 2020-2021, major grades are eligible for re-do
10. Assessments given within the last week of the grading period will be recorded on the following grading period.

Re-teaching and reassessment for mastery – Elementary

Students not mastering an objective standard will have the opportunity to be re-taught and reassessed a second time. Re-teaching may occur in a variety of ways and in different settings. This may or may not be scheduled during class time, but must be pre-announced so that students may plan accordingly. Since a single skill is addressed numerous times throughout a grade levels curriculum, a student has many opportunities to demonstrate mastery of that skill. The number of re-teaching opportunities such as independent practice, activities, and/or ongoing homework, depends upon the professional judgment of the teacher and are required to strengthen skills prior to a second assessment. For reassessment, the teacher may or may not use the same assessment to determine mastery.

Late and Make-up Assignments – Elementary

Students are expected to complete all assignments. If a student is unable to complete their work during allotted time, teachers will provide opportunities during normal school hours to complete their assignments with ongoing communication to parents and guardians.

1. Students will be expected to make up assignments and tests after an absence. Teachers will communicate and provide the make-up assignments required to be completed and communicate a reasonable amount of time to complete the assignments.
2. Each Campus will provide additional and timely interventions to ensure that missed or late assignments are completed and skills are mastered.
3. The District shall not impose a grade penalty for make-up assignments after an unexcused absence.
4. The District shall not impose a grade penalty for make-up assignments after an absence because of suspension.
5. Conduct will be reported separately from academic grades. Conduct codes reflect behavior, class or group participation, and completion of assignments.
6. Any assignments not completed and submitted may be given the grade of a zero.

Grading Standards – Secondary

Hays CISD expects students to give their best effort the first time an assignment is made or a project or test is given. To ensure this quality of work, the following rules apply:

1. Teachers are required to record a minimum of one minor grade per week and a minimum of three major grades per grading period for each content area.
2. Minor grades will count for 40% and major grades will count for 60% of the overall grade for a nine-weeks grading period. All semester exam grades will count as 1/7 of the semester grade.
3. Teacher discretion may be used to determine what assignments constitute a minor or major grade, except for district-required Curriculum Based Assessments which are to be recorded as a major grade and eligible for reassessment.
4. Students have five school days from the time an assignment or test is returned to the student to receive re-teaching and to re-do assignments or take re-tests. The re-teaching, re-submitting, and re-testing within the five school days is scheduled at the discretion of the teacher.
5. Corrections made to an assessment do not constitute a reassessment. Students must participate in re-teaching prior to any assessment.
6. Students may re-submit assignments and re-test only one time per assignment. The following assignments are not eligible for resubmission: major projects and midterm, final, and benchmark assessments. Grades on benchmark assessments will be derived from material that has only been previously taught.
7. Students have two class meetings from the time a missing grade is posted in the grade book to make up the missing work.
 - 2020-2021 addendum - Due to the implementation of virtual/remote learning and a new learning management system, for the first nine-weeks of school year 2020-2021, missing assignments completed and turned in before the end of the nine weeks will be assigned the appropriate grade that reflects mastery of learning objectives

8. Students may receive a maximum grade of 75 on all missing or re-submitted assignments and tests. When a re-test or re-assessment occurs, grades should be assigned in the following manner:
 - If a student scores a grade of 75-100; a grade of 75 should be entered in the gradebook
 - If a student scores a grade of 0-74; the higher of the two scores (original grade or re-test) should be recorded in the gradebook.

Re-teaching and reassessment for mastery – Secondary

Students not mastering an objective standard will have the opportunity to be re-taught and reassessed a second time. Re-teaching may occur in a variety of ways and in different settings. This may or may not be scheduled during class time, but must be pre-announced so that students may plan accordingly. The number of re-teaching opportunities such as independent practice, activities, and/or ongoing homework, depends upon the professional judgment of the teacher and are required to strengthen skills prior to a second assessment. For reassessment, the teacher may not use the same assessment to determine mastery.

Late and Make-up Assignments – Secondary

Students are expected to complete all assignments. If a student fails to complete assignments or if late assignments become a concern for that student, teachers will notify the parent or guardian and the campus designee.

1. Students will be expected to make up assignments and tests after an absence. A student shall be responsible for obtaining and completing the make-up assignments in a satisfactory manner and within the time specified by the teacher.
2. The District shall not impose a grade penalty for make-up assignments after an unexcused absence.
3. The District shall not impose a grade penalty for make-up assignments after an absence because of suspension.
4. Students may be required to attend a teacher or campus program to complete any missing and/or unsatisfactory assignments turned in after the due date for a maximum grade of 70. Non-compliance may result in disciplinary action.
5. Any assignments not completed and submitted may be given the grade of a zero.

Academic Dishonesty

In accordance with EIA (local) policy, a student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

GRADUATION

Below is information related to graduation. Additional information can be found in the High School Course Guide and from each high school campus.

Requirements for a Diploma

Students currently enrolled in high school should graduate under the Foundation High School Program. He/she must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education.

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the school counselor for more information on the state testing requirements for graduation. A principal can also form an Individual Graduation Committee (IGC) for additional projects for those graduates that fail to pass at least 3 of their EOC tests.

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

Foundation High School Graduation Program

Every student in a Texas public school will graduate under the “Foundation High School Graduation Program.” Within the Foundation Graduation High School Program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The Foundation High School Graduation Program also involves the term “Distinguished Level of Achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. A personal graduation plan will be completed for each high school student. State law and rules prohibit a student from graduating solely under the Foundation High School Graduation Program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the Foundation High School Graduation Program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the Foundation High School Graduation Program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB exam on certain national college preparatory and readiness or college entrance exams or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

The Foundation High School Graduation Program in Hays CISD requires completion of the following credits:

Course Area	Number of credits Foundation High School Graduation Program	Number of credits Foundation High School Graduation Program with an Endorsement	Number of credits FHSP (Distinguished Level of Achievement) Program with an Endorsement*
English/Language Arts	4	4	4
Mathematics*	3	4*	4 (Algebra II)
Science	3	4	4
Social Studies, including Economics Students are highly encouraged to take 4 credits of Social studies	3	3	3
Physical Education**	1	1	1
Language other than English***	2	2	2
Fine Arts	1	1	1
Professional Communications	.5	.5	.5

Course Area	Number of credits Foundation High School Graduation Program	Number of credits Foundation High School Graduation Program with an Endorsement	Number of credits FHSP (Distinguished Level of Achievement) Program with an Endorsement*
Health	.5	.5	.5
<i>Electives</i>	4	5 or 6 if only 3 credits of SS	6
<i>Miscellaneous</i>		<i>Available Endorsements****:</i> <i>Science, Technology,</i> <i>Engineering, and Math(STEM)</i> <i>Business and Industry</i> <i>Public Services</i> <i>Arts and Humanities</i> <i>Multidisciplinary</i>	Available Endorsements****: Science, Technology, Engineering, and Math(STEM), Business and Industry Public Services Arts and Humanities Multidisciplinary
TOTAL	22 credits	26 credits	26 credits

Hays CISD expects all students to default to the Distinguished Level of Achievement Graduation Program. Please see your school counselor for more details about graduation requirements and college admissions practices.

* In order to obtain the distinguished level of achievement under the Foundation High School Graduation Program, which will be denoted on a student’s transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the four mathematics credits.

** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student’s ARD committee, Section 504 committee, or other campus committee, as applicable.

*** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer science languages for these credits. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

**** A student must specify upon entering grade 9 the endorsement he or she wishes to pursue. The student may change endorsements. The endorsement change can occur with parent notification in writing.

Personal Graduation Plans for Students Under the Foundation High School Graduation Program

A personal graduation plan will be developed for each high school student who is subject to the requirements of the Foundation High School Graduation Program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the Distinguished Level of Achievement. Attainment of the Distinguished Level of Achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student’s personal graduation plan will denote an appropriate course sequence based on the student’s choice of endorsement. A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be distributed to students each spring in order to enroll in courses for the upcoming school year. Note that the district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation. These students are *not* allowed to graduate, walk during the graduation ceremony, or receive a diploma. Students come back in Summer school and complete their EOC testing. If they pass at least 3 of the EOC assessments, they may retest or receive an Individual Graduation Committee (IGC) plan for graduation. There is a summer school graduation for those students who complete their IGC plan, their EOC assessments and complete credit requirements for graduation.

Students with Disabilities

Upon the recommendation of the admission, review, and dismissal (ARD) committee, a student with disabilities who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP).

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. [See policy FMH (LEGAL)]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student can earn an endorsement by successfully completing the curriculum and additional endorsement requirements identified by the SBOE without modification, or with modification provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's ARD committee. The committee will determine whether the student is required to achieve satisfactory performance on an end-of-course exam to earn an endorsement

If a student receiving special education services is scheduled to graduate under the HS Foundations Graduation Program with or without an Endorsement or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. ARD committees for students with disabilities who receive special education services and who are subject to the Foundation Graduation Program will make instructional and assessment decisions for these students in accordance with state law and rules.

Graduation Participation

Students who have satisfactorily completed all coursework requirements for graduation but have failed to meet state exit-level testing requirements are not allowed to participate in commencement activities and ceremonies.

The fact that academic and exit level state assessment requirements for graduation have been met does not guarantee participation in the graduation ceremony. Final authority rests with the campus principal regarding a student's participation in the graduation ceremony. Participation is a privilege, not a right.

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal. [See policy FNA (LOCAL)]

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year.

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the Foundation Graduation Program, may be eligible under the TEXAS Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Contact the school counselor center at the high schools.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. In grades K - 1, promotion is based on satisfactory performance in language arts and mathematics. In grades 2- 8, promotion to the next grade is based on an overall average of 70 on a scale of 100 based on course-level, grade level standards for all subject areas and a grade of 70 or above in three of the following areas: language arts, mathematics, science, and social studies. Grade level advancement for students in grade 9 – 12 shall be earned by course credits. [See policy EIE (LOCAL)]

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

- In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessments in English or Spanish.
- In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessments in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, for federal accountability purposes, the student may be required to take both the grade level assessment and EOC assessment.

If a student in grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE]

For High School grade levels, to earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. Students will also have multiple opportunities to retake EOC assessments.

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading and math. For more information, see the principal, counselor, or special education director.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated exams will be notified that their child will participate in special instructional programs designed to improve performance. The student

may be required to participate in this instruction before or after normal school hours or outside the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by the school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor and policy EIF (LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every nine weeks. For students in grades 6-12, at the end of the first three weeks of a grading period, parents will be given a progress report if their child's performance [in any course OR in English language arts, mathematics, science or social studies] is below 70, or is below the expected level of performance. If the student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent may be requested to schedule a conference with the teacher of that class or subject. Students in grades 3 through 6 will receive a progress report at the end of the first four and a half weeks of a grading period.

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA (LOCAL)]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with policy FNG (LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

RESPONSE TO INTERVENTION (RtI)

Response to Intervention is designed as a school-wide, tiered model for identifying and providing early intervention to all students falling behind their grade-level peers in core academic subjects and behavior. RtI serves as a proactive, problem-solving pre-referral process that must be used before a student is referred for any assistance, support service or educational program. The campus RtI team is organized with an administrator, referring teacher, other campus personnel and the student's parent/legal guardian.

SAT, ACT, AND OTHER STANDARDIZED TESTS

Many colleges require either the ACT or the SAT for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate exam to take; these exams are usually taken at the end of the junior year. Prior to enrollment in a Texas public college or university, most students must take a standardized test. The Preliminary SAT (PSAT) and ACT-Plan are the corresponding preparatory and readiness assessments for the SAT and ACT. The Preliminary SAT (PSAT) and ACT-Plan (not offered in Hays CISD) are the corresponding preparatory and readiness assessments for the SAT and ACT. Hays CISD pays for every 9th, 10th and 11th grade student to take the PSAT/NMSAT. The district also administers the PSAT 8/9 in eighth grade to assist students, parents and teachers in assessing the student for college readiness. College readiness can also be measured by the TSI assessment (Texas Success Initiative). Please see your school counselor for college admission testing.

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, students in foster care, bilingual students, migrant students, students with limited English proficiency or who are English language learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact 512-268-2141, ext. 46058.

Bilingual/English Language Learners/Dual Language/English as a Second Language [ESL]

The district has a two-way dual language program at two elementary campuses; Blanco Vista and Science Hall Elementary Schools. Students who are native English speakers may enter the program by an application process. Tom Green, Camino Real and Uhland Elementary Schools have a transitional early-exit program for kindergarten through fifth grade Spanish speaking students who have been identified as English language learners. All elementary campuses have ESL content based classes which provide instruction for students who are speakers of languages other than Spanish and are also English language learners. All elementary campuses with the exception of Tom Green and Uhland Elementary also have the pre-kindergarten program for students that qualify as English language learners.

English as a Second Language (ESL) and sheltered instruction courses are offered in middle school to students who have been identified as English language learners. A New Arrival Program is offered at Simon Middle School for middle school students identified as non-English speakers who have been in U.S. schools for less than two years. A New Arrival Program is also provided at Lehman High School for high school students who have been in the country for less than two years. Sheltered instruction classes are offered at the high school for students who are English Language Learners.

English Language Learners

A student who is an English language learner (ELL) is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at one parent representative. The student's parent must consent to any services recommended by the LPAC for an English language learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain designated supports are necessary for any state-mandated assessments. The STAAR Spanish may be administered to an English language learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or use the English I end-of-course (EOC) Special Provision to avoid re-testing should the student qualify for a provision. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English language learners who are identified as limited English proficient.

If a student is considered an English language learner and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Gifted/Talented

Students may be nominated for screening by parents, teachers, counselors, and other interested persons for gifted and talented services. Screening takes place over several months and is based on Board-approved procedures and criteria. Students who qualify for the district gifted/talented services may, depending on their strengths, needs, and interests-participate in a variety of offerings in the four core academic areas.

The district has written policies concerning identification, furlough, reassessment, exiting of students from services, transfer students, and appeals of district decisions regarding placement. [See policy EHBB (LEGAL) Parents or students who wish to learn more can refer to the district gifted and talented handbook located on the district website.

Homeless and Students under Foster Care

Students may experience periods of homelessness or living in a transitional setting due to variety of circumstances. Students experiencing homelessness may receive services afforded by the McKinney-Vento Homeless Assistance Act and should contact their school counselor or the director of federal programs who serves as the McKinney-Vento liaison for homeless children and youth, at 512-268-8141, ext.45018 <https://www.hayscisd.net/site/Default.aspx?PageID=399>

STANDARDIZED TESTING

SAT/ACT

Many colleges require either the (ACT) or the (SAT) for admission. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate exam to take: these exams are usually taken at the end of the junior year.

Note that participation in these assessments may qualify a student to receive a performance acknowledgment on his or her transcript under the Foundation High School Graduation Program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a public institution of higher education.

The ACT or SAT may be available at no cost to students. Please check with the counselor for details regarding fee waivers for ACT or SAT.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. See Promotion and Retention section for additional information.

Exceptions may apply for students enrolled in a special education program if the ARD committee concludes the student has made sufficient progress in the student's individual education plan (IEP).

STAAR Alternate 2, is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

High School Courses--End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments will be administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state, as determined by the student's ARD committee.

A student's ARD committee for students receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Success Initiative (TSI) assessment. The purpose of the TSI is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This test may be required before a student enrolls in a dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment

SECTION IV: HEALTH AND MEDICAL INFORMATION

School health programs traditionally emphasize four major areas: Disease Prevention, Intervention, Health Promotion and Health Education. The Hays CISD Student Health Services Program incorporates these four areas into one simply stated goal:

Maximize student health in order to increase student learning potential.

It is the belief of the Hays CISD Student Health Services staff that parents are of primary importance in managing the overall well-being of students. School nurses perform first aid, treat minor illnesses, refer students and families for assistance, administer medication(s), provide health education and ensure a safe learning environment. Additionally, the nurse teaches the rationale and process for health-related activities such as first aid, communicable disease prevention, or understanding of the body systems in both the clinic and classroom, because:

Healthy Students are Better Learners!

HEALTH-RELATED MATTERS

STUDENT ILLNESS (All Grade Levels)

When your child is ill, please contact the school to let us know he or she won't be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

In addition to the above requirements, TEA has established additional exclusion criteria for the COVID--19 pandemic. The criteria are stricter than the above criteria and are subject to change. The district is required to follow local, state, and federal requirements related to COVID-19 exclusion criteria.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

EMERGENCY MEDICAL TREATMENT AND INFORMATION (All Grade Levels)

If a student should have a medical emergency at school or at a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment. Therefore, parents are asked to complete the consent portion of the Emergency Health Information Card, an official registration document. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies to medications, medical conditions, etc.) If changes are necessary, please contact the school nurse to update any information. Care will be provided to students based on nursing assessment and standing orders from the Hays County Medical Director. If, in the opinion of the campus administrator or school nurse, a life-threatening emergency occurs, EMS will be called.

At least one automated external defibrillator will be made available on each campus in the district as well as Shelton Stadium, in compliance with UIL regulations. For more information regarding the requirements and rules regarding automated external defibrillators on a school district campus, contact the campus administration.

MENINGITIS, Viral and Bacterial

State law requires the district to provide the following information:

- **What is meningitis?**
Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.
- **What are the symptoms and when might I see them?**
Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

Symptoms of viral meningitis typically take 3-6 days to appear after exposure. It can take between 3-10 days after exposure for symptoms of bacterial meningitis to appear. If your child has symptoms and a fever, they should stay home until they are fever free for 24 hours. In most cases there is no specific treatment for viral meningitis and most people completely recover in 7-10 days.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results and may require antibiotics.

- **How serious is bacterial meningitis?**
If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.
- **How is meningitis spread?**
Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing or sneezing).
The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.
- **How can bacterial meningitis be prevented?**
Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It is a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.
There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.
*The vaccines are safe and effective (85-90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts up to five years.
- **What should you do if you think you or a friend might have bacterial meningitis?**
You should seek prompt medical attention.
- **Where can you get more information?**
Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the following websites:

Hays County Health Department Information:
<http://www.co.hays.tx.us/epidemiology-and-disease-surveillance.aspx>

Centers for Disease Control (CDC) Bacterial Meningitis Information:
<http://www.cdc.gov/meningitis/bacterial.html>

State of Texas Meningitis Information:

<https://www.dshs.state.tx.us/IDCU/disease/Bacterial-Meningitis/>

State of Texas Immunizations Information:
<https://www.dshs.state.tx.us/immunize/school/>

CDC Immunizations Information:
<http://www.cdc.gov/vaccines/>

Please note that the TDSHS requires at least one meningococcal vaccination for a student ages 11-12 or for a student enrolling between grades 7-12, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exceptions, evidence of receiving a bacterial meningitis vaccination within the five year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

FEVER (All Grade Levels)

Student Health Services defines fever as 100 degrees F or greater. Students should be fever free (temperature lower than 100) for 24 hours without fever reducing medication before returning to school. In addition to the above requirements, TEA has established additional exclusion criteria for the COVID--19 pandemic. The criteria are stricter than the above criteria and are subject to change. The district is required to follow local, state, and federal requirements related to COVID-19 exclusion criteria.

FOOD ALLERGIES (All Grade Levels)

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. Please provide a written note from the physician if your child has a life-threatening food allergy so that we may communicate with child nutrition your child's needs.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. In addition the school will request a Food Allergy Action Plan. Epinephrine pens are located on each campus for use in the case of an undiagnosed anaphylactic reaction. The district's food allergy management plan can be accessed on the district's website. [See policy FFAF]

CELEBRATIONS (All Grade Levels)

Parent and grandparents are encouraged to celebrate birthdays without the use of foods. Consider reading your child's favorite book instead of providing foods.

Although a parent or grandparent is not prohibited from providing food for children in the child's or grandchild's classroom for his or her birthday, these celebrations may only occur in the last 15 minutes of the school day. Please be aware that children in the school may have severe allergies to certain food products which may limit foods for the classroom for safety reasons. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

HEAD LICE (All Grade Levels)

Head lice, although not an illness or a disease, is very common among children and is spread though head-to-head contact during play, sports and when children share things like hats and headphones. If the school nurse observes a child to have

head lice, the parents will be notified and asked to treat their child that evening before returning to school the following day. We also ask that parents provide the type of treatment used. Children with lice are permitted to finish the school day and ride the bus home. School nurses do not conduct routine classroom checks for head lice since it takes away valuable instruction time in the classroom and is not proven to be an effective way to control lice (supported by [The American Academy of Pediatrics](#)). Parents are encouraged to check their child's head for lice and notify their school nurse if the child is found to have head lice. The school nurse can offer resources and additional information to parents about head lice as well as how to get rid of it and prevent their return.

More information on head lice can be obtained from the TDSHS website at <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>.

Influenza

Influenza is a very contagious respiratory illness caused by the influenza virus. It spreads from person to person and can cause mild to severe illness. The flu is spread through droplets in the air when a person coughs or sneezes but can also be transmitted by touching objects that are contaminated with the flu virus and the person then touches their nose, mouth or eyes.

Hays CISD teachers and staff continue to emphasize hand washing with soap and water, the most effective way to stop the spread of this flu. In addition, we encourage annual flu vaccinations in September or October as per the recommendations from the CDC.

Please help us by taking the following actions:

- Do not let your child attend school if he/she has symptoms of the flu, particularly fever.
- Wash hands frequently and avoid touching your nose, mouth or eyes.
- Encourage everyone to cover their mouths and noses when coughing or sneezing.
- Avoid contact with anyone who has the flu.
- Get an annual flu vaccine.

If your child shows symptoms of any type of influenza, we encourage you to see a health care provider. For their own safety and the safety of others, students should not return to school until they have been fever and symptom free for 24 hours without fever reducing medication. For more information, the National Centers for Disease Control maintains an updated website, <http://www.cdc.gov/flu/index.htm>.

IMMUNIZATIONS (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. Para el año escolar 2020-2021, DSHS ha comunicado que los requisitos de inmunización siguen vigentes para todos los estudiantes inscritos, ya sea que estén aprendiendo virtualmente o en persona. El distrito seguirá cumpliendo con los requisitos de vacunación de DSHS.

For exemptions due to reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P. O. Box 149347, Austin, Texas 78714-9347; or online at: <https://corequest.dshs.texas.gov/>. This form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are: diphtheria, pertussis, tetanus, measles, mumps and rubella; polio, varicella (chicken pox), meningococcal, hepatitis A and hepatitis B. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

Information in English and Spanish is available on an easy-to-read chart on the TDSHS website at <http://www.dshs.state.tx.us/IMMUNIZE/school/default.shtm> or you may acquire this information from a campus nurse. Additionally, go to the District's website for information regarding the following:

- The immunizations required for admissions to public school;
- Any immunizations or vaccines recommended for public school students by the Department of State Health Services;
- Health clinics in the district or known to the district that offer the influenza vaccine; and
- A link to the Department of State Health Services Internet website.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

As noted at Bacterial Meningitis, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the TDSHS website:

<http://www.dshs.state.tx.us/immunize/school/default.shtm.>]

MEDICINE AT SCHOOL

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, except as outlined below. Medication that must be administered to a student during school hours must be provided by the student's parent. No more than a 30-day supply of medication can be received and kept on campus. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of asthma or a severe allergy as described below or as otherwise allowed by law. Only authorized employees, in accordance with policy FFAC, may administer medications.

- Prescription or nonprescription medication, in the original, properly labeled container, provided by the parent with written parent request may be given. Medications to be given during school hours are to be provided by the parent and kept in the school clinic unless special arrangements have been made with the nurse. Medical treatments including PRESCRIPTION and NON-PRESCRIPTION medication to be given on a daily basis or as needed basis for the duration of the school year require both a parent and doctor's note.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
- Over the counter or NON-PRESCRIPTION medications (such as Tylenol, cough syrup, etc.) provided by the parent in the original, properly labeled container, may be given for no longer than five consecutive school days when sent in the original container and accompanied with a written parent request (5-day maximum).
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- School Health standing medical delegated orders signed by the Hays Co. Medical Director allow for over the counter medications to be administered to students whose parents provide permission. Examples include hydrocortisone cream for itching, oral acetaminophen (generic Tylenol) for fever and oral Benadryl for allergic reaction, to be given according to age/weight directions on the bottle labels only with parental consent under the following conditions anbesol or generic equivalent for gum pain or irritation, as well as other options.
- School Health standing medical delegated orders signed by the Hays Co. Medical Director allow for Epinephrine may be administered via an epinephrine auto-injector by authorized and trained school district personnel to persons reasonably believed to be actively experiencing anaphylaxis on a Hays CISD Campus (See FFAC (LOCAL)). This is not intended to substitute for epinephrine management orders for known severe/anaphylactic reactions.

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse and principal.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF (LEGAL)]

PHYSICAL ACTIVITY REQUIREMENTS

Elementary School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day kindergarten–grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

In addition, each elementary shall provide at least 20 minutes of unstructured recess daily for all elementary students.

For additional information on the district's requirements and programs regarding elementary school student physical activity requirements, please see the campus principal.

Middle School

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in middle or junior high school will engage in [30 minutes of moderate or vigorous physical activity per day for at least four semesters OR at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters].

For additional information on the district's requirements and programs regarding junior high and middle school student physical activity requirements, please see the campus principal.

PHYSICAL FITNESS ASSESSMENT

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to the campus' physical education department chair to obtain the results of his or her child's physical fitness assessment conducted during the school year.

PHYSICAL EXAMINATIONS/HEALTH SCREENINGS

A student who wishes to participate in, or continue participation in, the district's athletics program governed by the UIL must submit certification from a health-care provider authorized under UIL rules that the student has been examined and is physically able to participate in the athletic program. This examination is required to be submitted annually to the district. Questions may be directed to the Director of Student Programs.

Students are required to undergo a risk assessment for type 2 diabetes at the same time the district screens students for hearing and vision issues, or for abnormal spinal curvatures. These screenings are required for particular grade levels and the campus nurse will communicate prior to these screenings. If you have any questions please contact your school nurse or the Director of Student Health.

SCHOOL HEALTH ADVISORY COUNCIL (SHAC) (All Grade Levels)

During the preceding school year, the district's SHAC meetings. Additional information regarding the districts SHAC is available from the district website under health services. For information call the Director of Student Health, at 512-268-8977, ext. 45037. The duties of the SHAC range from making recommendations for health-related curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, and employee wellness.

[See policies BDF and EHAA]

STUDENT WELLNESS POLICY / WELLNESS PLAN (ALL GRADE LEVELS)

Hays CISD is committed to encouraging healthy students and therefore has developed a board adopted wellness policy at FFA (LOCAL) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Director of Student Health Services with questions about the content or implementation of the district's wellness policy and plan.

OTHER HEALTH RELATED MATTERS

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Student Health Services. [See policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

Students are prohibited from possessing or using any type of tobacco products including electronic cigarettes (e-cigarettes), electronic vaping devices, personal vaporizers (PV), or electronic nicotine delivery systems, while on school property at any time or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of tobacco products including electronic cigarettes (e-cigarettes), electronic vaping devices, personal vaporizers (PV), or electronic nicotine delivery systems by any person on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA.]

Asbestos Management Plan

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations, is available in the district's Maintenance and Operations office. If you have any questions, please contact director of maintenance and operations at 512-268-2141.

Insect Repellent

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply insect repellent before coming to school. Students are encouraged to wear clothing that covers skin to which insect repellent will not be applied. In warm weather, children should wear light colored, lightweight, loose-fitting pants and long-sleeved shirts, as well as socks to cover the ankles to protect from insect bites.

Parents may provide EPA approved non-aerosolized insect repellent for a student to bring to school if it is labeled for that child. Students will not share the repellent with other students. All insect repellent must be applied outdoors.

For students at the elementary level, the student's teacher or other district personnel will apply EPA approved insect repellent to a student's exposed skin if the student brings the insect repellent to school and requests assistance with the application of the insect repellent. Nothing prohibits a student at this level from applying his or her own insect repellent if the student is capable of doing so.

For students at the secondary level, a student may possess and apply EPA approved non-aerosolized insect repellent when necessary.

Pest Management Plan

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the United States Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter

the area. Parents who have further questions or want to be notified prior to pesticide application inside their children's school assignment may contact the director of maintenance and operations at 512-268-2141.

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFAC]

STEROIDS (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

A student participating in UIL sanctioned athletic activities may be required to participate in random testing for illegal steroid use in accordance with state law and rules. For more detailed information, contact the athletic director, coach or the UIL website at <http://www.uil texas.org/health/steroid-information.html>.

STUDENTS IN FOSTER CARE

In an effort to provide educational stability, the district strives to assist any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

A student who is placed in foster care and who is moved outside of the district's attendance boundaries is entitled to continue in enrollment at the school he or she was attending prior to the placement until the student reaches the highest-grade level at the particular school. In addition, if a student in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

STUDENT ACCIDENT INSURANCE

If a student is injured at school or at a school-related activity, the district is not responsible for medical expenses associated with the student's injury. The district does make available after the school year begins, an optional, low-cost student accident insurance program to assist parents. Information about this program may be obtained at the school office or by contacting the Hays CISD Employee Benefits Department at 512-268-2141.

Also, a student whose family earns too much to qualify for Medicaid but still cannot afford health insurance may be eligible for subsidized health insurance through a state program called CHIP (Children's Health Insurance Program). Parents may contact the school nurse for information.

STUDENT MEDICAL RECORDS

The parent or guardian of a student is entitled to access to the medical records of the student maintained by the district. The parent or guardian has right to request a copy of the student's medical records. Upon payment of the appropriate fee, the district must provide a copy of the student's medical records to the parent or guardian. These rights are set forth in the Texas Education Code, Sections 38.011 and 38.0095.

SUNSCREEN

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

For students at the elementary level, the student's teacher or other district personnel will apply FDA approved sunscreen to a student's exposed skin if the student brings the sunscreen to school and requests assistance with the application of the sunscreen. Nothing prohibits a student at this level from applying his or her own sunscreen if the student is capable of doing so.

For students at the secondary level, a student may possess and apply FDA approved sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

SECTION V: TECHNOLOGY, INTERNET AND COPYRIGHT INFORMATION

DISTRICT TECHNOLOGY RESOURCES

Technology Resources

The district provides technology resources to its students and staff for educational and administrative purposes. The goal in providing these resources is to promote educational excellence in the schools by facilitating resource sharing, innovation and communication with the support and supervision of parents, teachers, and support staff. The use of these technology resources is a privilege, not a right. Students are expected to follow the Digital Citizenship Expectations as described in the Student Code of Conduct.

Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of district activities. All users are expected to use the district technology resources in a legal, responsible, ethical, and polite manner. This document is intended to clarify those expectations as they apply to computer and network usage and is consistent with the Administrative Procedures for Electronic Communication and Data Management and District Policy CQ (LOCAL).

Definition of District Technology Resources

The district's computer systems and networks are any configuration of hardware and software. The systems and networks include all of the computer hardware, operating system software, application software, stored text, and data files. This includes electronic mail, local databases, externally accessed databases (such as the Internet), CD-ROM, optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. The district reserves the right to monitor all technology resource activity.

Ownership of Electronic Files

Electronic files created, sent, received, or stored on district technology resources owned, leased, administered, or otherwise under the custody and control of the district are the property of the district.

Privacy

Electronic files created, sent, received, or stored on district technology resources owned, leased, administered, or otherwise under the custody and control of the district are not private and may be accessed or monitored by Chief Technology Officer or designee at any time without knowledge of the user or owner.

NON-PARTICIPATION

Your child will have the opportunity and privilege to participate in approved online educational activities involving the Internet, including but not limited to, distance learning, podcasting, e-mail, collaborative documents, and online educational programs/subscriptions, unless you submit a letter to the school principal stating that your child is not to participate (please be specific).

INFORMATION CONTENT/THIRD PARTY SUPPLIED INFORMATION

System users and parents of students with access to the district's system should be aware that use of the system may provide access to other electronic communications systems outside the district's networks that may contain inaccurate and/or objectionable material.

A student who gains access to such material is expected to discontinue the access as quickly as possible and to report the incident to the supervising teacher.

The district is making every effort to ensure that the learning environment is a safe one. The district is in compliance with the Children's Internet Protection Act (CIPA), which provides additional filtering for Internet security and safety. If you have questions or concerns regarding this policy, please contact the campus principal.

A student knowingly bringing prohibited materials into the school's electronic environment will be subject to suspension of access and/or revocation of privileges on the district's system and will be subject to disciplinary action in accordance with the Student Code of Conduct.

INTERNET SAFETY GUIDELINES

The district provides technology resources to its students and staff for educational and administrative purposes. The goal in providing these resources is to promote educational excellence in the schools by facilitating resource sharing, innovation and communication with the support and supervision of parents, teachers, and support staff. The use of these technology resources is a privilege, not a right.

Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of district activities. All users are expected to use the computers and computer networks in a responsible, ethical, and polite manner. This section is intended to clarify provisions and procedures in place to address staff and student internet safety as required by the Children's Internet Protection Act (CIPA), Neighborhood Children's Internet Protection Act (NCIPA) and The Protecting Children in the 21st Century Act.

Access to Inappropriate Materials

- Control student and staff access to inappropriate materials, on the Internet.
- Measures designed to restrict minors' access to harmful materials on the Internet.

Filtering

District Internet filtering (Technology Protection Measure) blocks access to at least, but not limited to the three categories of visual depictions specified by CIPA – obscene, child pornography, and harmful to minors. A staff member can request access to a specific URL for bona fide research or other lawful purpose by submitting administrative procedure C1-C and/or a technology work order. All requests will be reviewed by the Chief Technology Officer or an appointed designee. Students may have a less or more restrictive filter depending on their age group.

Procedures for the disabling or otherwise modifying any technology protection measure shall be the responsibility of the Chief Technology Officer or designated representative.

Supervising/Monitoring

- Staff members must supervise and monitor student online activities.
- Online activities may be monitored with district computer monitoring software.

Educating

Educate students and staff on proper procedure for:

- An inappropriate or harmful site coming up on the screen.
 - Student:
 - Turn off monitor
 - Raise your hand
 - Wait for an adult to address the problem.
 - Staff:
 - Turn off monitor and/or close browser
 - Report via a work order
 - Request site to be blocked
- Searching for information on the Internet
 - Do not type specific web address (if uncertain of the site address)
 - Use age-appropriate search engines when looking for specific sites
- Create and use link pages for Internet access when appropriate

Inappropriate Network Usage

Ensure student safety and security when using online communications tools (OCT) such as email, chat rooms, blogs, and /or other forms of direct electronic communication.

Online Communication Tools

- Student should only access personal email during non-instructional times or when allowed by the classroom teacher.

- Students are not to enter an electronic chat or any online communication tool without adult supervision. Stress that no one ever knows for sure who is in the chat room watching or with whom he or she is communicating. Educate students on online dangers, such as:
 - Compare stranger danger in cyberspace to the real-world stranger danger.
 - Compare bullying in the real world to cyberbullying.
 - Discuss identity theft awareness.
- Students should only access personal online communication tools such as but not limited to social networking sites such as Facebook, Twitter, etc. and/or personal blogs during non-instructional times. Exceptions will be made for lessons containing specific educational objectives and technology designee approval.
 - Personal online communication tool awareness:
 - Manage your privacy settings such as directory information, invites, etc.
 - Limit use of personal identifiable information on such sites.
 - Be aware of your connections, people may not be whom they seem.
 - Be aware of your “cyberspace” surroundings, you don’t know who else may be on that site.
 - Once information is posted, it can live forever.
 - Online choices can have offline consequences.
 - Never agree to meet someone “offline.”
 - Report any unlawful or inappropriate actions to authorities.
- Educational online communication tools may be accessed with adult supervision and implementation of the below guidelines.
 - Instructional activities such as blogs and/or wikis should be teacher moderated.
 - To ensure safety of our students, the OCT moderator will:
 - Verify that the content relates to the instructional objective, does not contain inappropriate language and that the content does not include identifying information, such as a student’s full name, school name, city name, teacher’s name, phone number, address, etc. Examples of how students may sign an online posting include:
 - 4th Grader (non-identifiable)
 - Josh L. (first name only, last initial only)
 - bookworm (alias)
 - If a student’s content in a project utilizing OCT includes an attachment such as a student produced project, photograph, or audio/video recording, the teacher must verify that appropriate parental consent is on file.
 - Teachers should partner with their school librarian for projects utilizing OCT.
 - Prior to students utilizing OCT, the teacher must complete an Internet safety lesson with the participating students.

Unauthorized Online Access

Prevent student and staff from unauthorized access, including “hacking,” and other unlawful activities.

- Personal Network Logins (staff, secondary and 5th grade students)
 - Staff and students will be given specific rights based on their network login.
 - Staff and students are not to share their login or passwords.
 - Online activities may be monitored.
 - Activity on the network can be traced by the user’s login.
- Unauthorized software installs disallowed at the user level.
- Virus software is installed on each desktop.
- Network measures are in place to have a secure system.
- Copyright laws/proper citation of sites is required.
- Personal electronic documents
 - Ownership of documents created.
 - Respect others’ documents.
 - Online documents may be monitored by administration.

Unauthorized Disclosure of Personal Identification Information

Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students.

- Student’s full name, first and last, can be posted on the Internet if the parent has not restricted the release of this directory information according to the procedures required by FERPA (the Family Educational Rights and Privacy Act), which is explained elsewhere in this handbook.
- Identifiable pictures of students can be posted to the Internet as long as parental / guardian signed consent has been obtained and is on file, or the parent has not restricted the release of this directory information according to the procedures required by FERPA (the Family Educational Rights and Privacy Act), which is explained elsewhere in this handbook.
- Staff should never put student information such as but not limited to student pictures, class field trips, etc. on personal websites or personal Web 2.0 tools such as but not limited to sites such as Facebook, Flickr, etc.
- Students should not give out personal information over the Internet such as:
 - Name
 - Address
 - Phone number
 - Age
- Students should not share information that could identify him or her.
 - Landmarks about where one lives
 - Where one goes to school
 - Where one “hangs out”
 - Where parents work
 - Similar information about friends or family
- Do not fill out forms on the Internet without parent or adult supervision. (Ex. membership forms, prize drawings, etc.)
- If someone on the Internet asks you for personal information, turn off the monitor, raise your hand, and wait on an adult for assistance.
- Never agree to meet someone “offline.”

EDUCATION, SUPERVISION, AND MONITORING

It shall be the responsibility of all members of district staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with these guidelines, the CIPA, NCIPA, and the Protecting Children in the 21st Century Act.

The teacher or designated representatives will provide age-appropriate training for students who access the district’s Internet. The training will include:

- Discussion and review of the Hays CISD Digital Citizenship Expectations, Internet Safety Guidelines and Student Email Usage Agreement (if applicable);
- Student Internet safety with regard to:
 - Safety online
 - Appropriate behavior while on online, focusing on social networking websites, and chat rooms
 - Cyberbullying awareness and response
 - Digital citizenship

Digital Citizenship-Technology Applications TEKS

Digital citizenship emphasizes safe, responsible, legal, and ethical behavior while using technology, digital tools and resources. It is expected that Hays CISD students receive instruction in Digital Citizenship correlated to the Technology Applications TEKS at the beginning of each school year using the district provided instruction.

Grades K-5 TEKS- The student is expected to:

- (A) adhere to digital citizenship expectations reflecting appropriate behavior in a digital environment;
- (B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and
- (C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.

Instruction is the responsibility of the homeroom teacher and may be assisted by the librarian, counselor, and technology teacher (where applicable).

Grades 6-8 TEKS- The student is expected to:

- (A) understand copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;
- (B) practice ethical acquisition of information and standard methods for citing sources;
- (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and digital citizenship expectations of technology; and
- (D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.

All 6th grade students receive instruction as part of the required Technology Applications course. 7th and 8th grade teachers are expected to reinforce the TEKS during integrated projects and may be assisted by the librarian and counselor.

Grades 9-12 TEKS- The student is expected to:

- (A) model safe and ethical use of digital information;
- (B) model respect of intellectual property when manipulating, morphing, or editing graphics, video, text, and sound;
- (C) use technology applications in a positive manner that supports productivity, collaboration, and continuing education; and
- (D) use professional etiquette and protocol in situations such as making introductions, offering and receiving criticism, and communicating with digital tools.

All 9th-12th grade students are required to take a Technology Applications course. All Technology Applications teachers (or CTE teachers that teach a class which is counted as a Tech Apps graduation requirement) must include instruction in Digital Citizenship. All other teachers are expected to reinforce the standards during integrated projects, and may seek the assistance of the Digital Learning Coach & Librarian. The Counseling Staff also implements the Think Before You Text curriculum.

Internet Safety Sites/Curriculum Support:

<http://www.netsmartz.org/>

<http://www.common sense.org/education/scope-and-sequence>

<http://www.ciconline.org/DigitalCitizenship>

<https://jointheteam.com/>

<http://www.nsteens.org/>

<http://www.safekids.com/>

http://disney.go.com/legal/internet_safety.html

<http://beforeyoutext.com>

<http://www.stopcyberbullying.org>

<https://sites.google.com/a/g.hayscisd.net/digital-citizenship/>

<http://www.citationmachine.net/index2.php>

<http://www.cyberbee.com/copyrt.html>

<http://www.copyrightkids.org/>

<http://www.easybib.com/>

<http://creativecommons.org/>

<https://owl.english.purdue.edu/owl/resource/677/01/>

<http://www.brainpop.com/technology/digitalcitizenship/>

<http://www.brainpop.com/english/writing/citingsources/preview.weml>

<http://www.brainpop.com/technology/computersandinternet/digitalaetiquette/>

Adoption

The internet safety guidelines were adopted by the Hays CISD Board of Trustees at a public meeting, following normal public notice, on March 30 2015. [See CQ LEGAL – 47 U.S.C. 254(h)(5)(A),(l)(1)]

STUDENT EMAIL USAGE AGREEMENT**Technology Resources**

The electronic communications system is managed by the district. The district manages student email. Students have no right to privacy with regard to district issued email and can be monitored at any time to ensure appropriate use.

District technology resources are strategic, valuable assets that must be managed as such. Thus, this agreement is established to achieve the following:

- To ensure compliance with applicable statutes, regulations, and mandates regarding the management of information resources.
- To establish prudent and acceptable practices regarding the use of email.

- To educate individuals using email with respect to their responsibilities associated with such use.

Purpose

The purpose of the district Email Agreement is to establish the rules for the use of email for the sending, forwarding, posting, receiving, or storing of electronic mail. See Internet Safety Guidelines for appropriate use of other online communication tools.

Audience

The Email Agreement applies equally to all individuals granted access privileges to district information resource with the capacity to send, forward, post, receive, or store electronic mail.

Activities that are not permitted with email

- Inappropriately distributing protected or copyrighted works.
- Using district email to operate a personal business.
- Sending, forwarding or posting an email anonymously.
- Sending, forwarding or posting email that contains any items involving partisan party politics, political lobbying or campaigning.
- Sending, forwarding or posting email that is illegal, intimidating or harassing including that of a racist, sexist, threatening, obscene, pornographic or otherwise objectionable nature or language is strictly prohibited.
- Impeding the conduct of school business by sending, forwarding or posting and receiving personal email other than stated in the email usage guidelines.

The following activities are prohibited because they impede the functioning of network communications and the efficient operations of electronic mail systems

- Sending, forwarding or posting chain letters.
- Sending, forwarding or posting unsolicited messages to large groups of 10 or more except as required to conduct district business or class assigned activities.
- Sending, forwarding or posting excessively large messages/attachments.
- Sending, forwarding or posting email that is likely to contain computer viruses.
- The use of unauthorized communication software such as but not limited to instant messaging and other non-educational online communication tools.

GENERAL EMAIL USAGE GUIDELINES

- Personal use of email is a privilege granted by the district and as such, must be limited to personal time and must be content appropriate. Access to the district issued email is primarily for instructional and administrative purposes and in accordance with administrative regulations. Limited personal use of the system shall be permitted if the use:
 - Imposes no tangible cost on the district;
 - Does not unduly burden the district's technology resources; and
 - Has no adverse effect on an employee's job performance or on a student's academic performance?
- Students need to keep in mind that all email is recorded and stored along with the source and destination.
- Students have no right to privacy with regard to email managed by the district. Students need to be aware that statements made in electronic mail can form the basis of various legal claims against the individual author. Messages relating to or in support of illegal activities will be reported to the authorities.
- Students are prohibited from accessing another student's electronic mail.

DISCIPLINARY ACTIONS

Access to the district issued electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and by signing the Acknowledgement Signature Form of the Parent- Student Handbook one agrees in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with district policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the district.

Violation of this policy may result in disciplinary action that may include termination for employees and temporaries; a termination of employment relations in the case of contractors or consultants; dismissal for interns and volunteers; or suspension or expulsion in the case of a student. Additionally, individuals are subject to loss of district technology resources access privileges, civil, and criminal prosecution.

COPYRIGHT GUIDELINES

Copyright is a form of protection provided by the government to the authors of “original works of authorship, including literary, dramatic, musical, artistic, and certain other intellectual works.” This protection makes it unlawful for anyone to violate the rights provided to the owner of the copyright.

DEFINITIONS OF COPYRIGHT

Copyright

The six exclusive property rights granted to the creator of an original, creative, and tangible expression of a work are reproduction, adaptation, distribution, public performance, public display and digital audio transmission. [Section 106, 17 US Code]

Fair Use Exemption

The exemption provided for the educational use of copyrighted material that does not infringe, or violate the exclusive rights of the copyright holder. Section 107 allows for the reproduction of copyrighted works for the purposes of criticism, comment, news reporting, teaching, scholarship, or research. To qualify for the exemption, all four factors of the “fair use test” must be met. Those factors are:

- Purpose and character, including whether use is of a commercial nature or is for non-profit educational purposes
- Nature of the copyrighted work;
- Amount and importance of the portion used in relation to the copyrighted work as a whole; and
- Effect of the use upon the potential market for or value of the copyrighted work.

Even though “fair use” allows an exception, guidelines define the number, portion of the work reproduced and other criteria. Single copies may be made of the following for scholarly use, for use in teaching, or in preparing to teach a class. Examples of single copy used include a chapter of a book, an article from a periodical or a short story. Multiple copies for classroom use must meet five criteria. Those criteria are: Brevity: limits on extent of work that can be copied; spontaneity: teacher’s decision to use material must be so close to time of use that timely request for permission could not be made; cumulative effect: must not have a negative effect on the market for the copyrighted work; no profit - students may not be charged more than actual copy cost; and, copyright notice and attribution must be included.

First Sale Doctrine

The physical ownership of an item, such as a book or a CD, does not include the transfer of the copyright right to the item. Under the first sale doctrine, ownership of a physical copy of a copyright-protected work permits lending, reselling, disposing, etc. of the item, but it does not permit reproducing the material, publicly displaying or performing it, or in any of the acts reserved for the copyright holder. (Section 109 of the Copyright Act)

Public Performance and Domain

Any performances in a place open to the public, or at a place where a substantial number of persons outside the normal circle of family or its social acquaintance is a public performance. A gym, cafeteria and/or media room is an example of a public performance. Works with no copyright restrictions are considered public domain and include those not protected include facts and ideas, as well as most government documents. Although a writer’s distinctive word to present ideas or facts may be copyrighted, the underlying concepts or facts cannot. Items may fall into public domain when copyright protection expires.

PRINT/TEXT/ILLUSTRATIONS GUIDELINES	
Educators & Students MAY	Educators & Students MAY NOT
<p><u>A single copy</u> for scholarly research, preparation to teach class, or use in teaching a:</p> <ul style="list-style-type: none"> <input type="checkbox"/> chapter from a book, <input type="checkbox"/> newspaper or magazine article, <input type="checkbox"/> short story, short essay or short poem, or <input type="checkbox"/> chart, a graph, a diagram, a drawing, a cartoon or a picture from a book, periodical or newspaper <p><u>Multiple Copies</u> IF it meets all tests for BREVITY, SPONTANEITY, CUMMULATIVE EFFECT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Brevity--Poetry</u>: whole poem if poem is less than 250 words or excerpt from a longer poem but not more than 250 words <input type="checkbox"/> <u>Brevity--Prose</u>: whole article, story or essay if less than 2,500 words or excerpt not more than 10 % of the work OR less than 1,000 words, whichever is less. <input type="checkbox"/> <u>Brevity--Special Works</u> under 2,500 words (ex: children’s books) an excerpt not more than 10 % of text or maximum of 2 pages <input type="checkbox"/> <u>Brevity—Graphics</u>: single chart, graph, diagram, drawing, cartoon, or picture per book or magazine. <input type="checkbox"/> Copy limit: one copy per student in course <p>Note: <u>Copyright notice</u> must be included on all copies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Items intended to be consumable: workbook pages, coloring books, standardized tests, answer sheets... <input type="checkbox"/> As a substitute for purchase of book, magazine or newspaper <input type="checkbox"/> Same works multiple semesters or years <input type="checkbox"/> Same newspaper, articles from week to week <input type="checkbox"/> “Special work” in entirety (ex: children’s book) <input type="checkbox"/> To create anthologies of varied works <input type="checkbox"/> More than one entire item (or two excerpts) from a single author, <input type="checkbox"/> More than three articles from a single book or periodical volume during class term <input type="checkbox"/> From the same work more than nine times in a semester <input type="checkbox"/> For commercial purposes (selling copies of booklet) <p>Enlarge or modify illustration (a violation of author’s right of adaptation or display)</p>
MUSIC GUIDELINES	
<i>Sheet music, songs, lyrics, operas, musical scores, compact disks and digital audio files</i>	
Educators & Students MAY	Educators & Students MAY NOT
<ul style="list-style-type: none"> <input type="checkbox"/> Copy portions up to 10% of the work, provided they do not constitute a performable unit or aria, <input type="checkbox"/> Make emergency copies not available for an immediate performance, provided purchase replacement copies are on order. <input type="checkbox"/> Make single copy of entire performable unit if confirmed to be out-of-print <input type="checkbox"/> Educators may make a single copy of performable unit if unavailable except in larger work, if for scholarly research or in preparation to teach a class <input type="checkbox"/> Educators may make & retain a single recording a student’s performance for evaluation or rehearsal purposes <input type="checkbox"/> Educators may record or copy a sound recording owned by the school or teacher for the purpose of constructing auditory exercises or examinations. <input type="checkbox"/> Students may use a portion of commercial music in background IF they initiate it themselves. 	<ul style="list-style-type: none"> <input type="checkbox"/> Copy sheet music or consumable materials to avoid purchase or payment of royalty fees <input type="checkbox"/> Copy for the purpose of performance except as noted in guidelines <input type="checkbox"/> Copy or record a work from one format to another, unless original is obsolete <input type="checkbox"/> Use copyright protected music as background without obtaining “synchronization” rights <input type="checkbox"/> Educators may not provide more than one copy per student. <input type="checkbox"/> Educators may NOT make multiple copies of student’s copyright performance <input type="checkbox"/> Copy & omit copyright notice
TELEVISION & VIDEO PROGRAMS GUIDELINES	
Educators & Students MAY record &/or show programs if	Educators & Students MAY NOT
<ul style="list-style-type: none"> <input type="checkbox"/> Showing meets all public performance <i>fair use</i> exemption criteria: <ol style="list-style-type: none"> 1. Is the content directly related to current curriculum? 2. Will the performance occur in the course of face-to-face teaching activities by a student or teacher? 3. Will the performance take place in a classroom or a traditional place of instruction? 4. Is the program a legally acquired copy of the work? 	<ul style="list-style-type: none"> <input type="checkbox"/> Show off-air or home use programs as a reward or for entertainment purposes <input type="checkbox"/> Alter or edit recorded program from original content, or format <input type="checkbox"/> Create an anthology of video clips and excerpts

<ul style="list-style-type: none"> ❑ <i>Off-air broadcast</i> if “Off-Air Taping Guidelines” & retention limits are all met: <ol style="list-style-type: none"> 1. recorded at the request of a teacher 2. shown within 10 days of recording 3. used only for evaluation purpose from day 11 – 45. 4. recording includes credits & copyright ❑ IF <i>Public Performance Rights</i> have been obtained, it may be shown to groups outside of the classroom for incentive, reward or entertainment. 	<ul style="list-style-type: none"> ❑ Transfer work to another medium (ex: digitize video programs) ❑ Show off-air recording after 10 days from recording date ❑ Retain off-air recording after 45 days limit from recording date ❑ Record same program different dates to circumvent guidelines ❑ Omit credits or copyright notice on recording ❑ Cablecast recordings or video streaming that are unrelated to instruction and lack public performance rights ❑ Sell video or audio recordings of school performances without specific copyright clearance for performance, distribution & sync rights.
<p>MULTIMEDIA PROJECTS</p> <p>Projects containing copyrighted material must either obtain copyright permission from sources or observe the “fair use” guidelines: abide by quantity limits, use for direct instruction, obey retention limits, & observe original medium portions.</p>	
<p>Educators & Students MAY</p>	<p>Educators & Students May NOT Copy</p>
<ul style="list-style-type: none"> ❑ Include <u>text</u> up to 10% or 1,000 words, whichever is less, in the aggregate of a copyrighted work ❑ Include <u>music</u> lyrics or music video excerpts, not to exceed 10% or 30 seconds of the work, provided they do not constitute a performable unit ❑ Include <u>motion media</u> up to 10%, or 3 minutes, whichever is less, in the aggregate of a copyrighted work ❑ Include <u>images</u>, up to 5 from a single artist or photographer or no more than 10 % of a collective work. ❑ Perform and display their educational multimedia projects in the course for which they were created ❑ Students may retain & use in their portfolios as examples of academic work for personal uses (job, college interviews...) ❑ Educators may perform or display their own multimedia projects created in presentations to their peers, (workshops, conferences...). ❑ Educators may retain their multimedia projects up to 2 years in a personal portfolio (performance review, job interviews...). 	<ul style="list-style-type: none"> ❑ Scan, alter, modify, or include copyrighted graphics, photos, illustrations, <u>etc. beyond guideline limits</u> (left column) without copyright permission. ❑ Include copyrighted music tracks or songs without copyright permission (synch rights) ❑ Educators may NOT retain their projects beyond 2 years without obtaining permission for each copyrighted portions used ❑ Educator’s may not record a narrator reading a book ❑ Or display multimedia projects with copyrighted works in exhibits, festivals, public events or parent meetings. ❑ Educators may NOT retain student’s multimedia projects.
<p>SOFTWARE, WEB, & INTERNET</p>	
<p>Educators & Students MAY</p>	<p>Educators & Students May NOT</p>
<ul style="list-style-type: none"> ❑ Copy one back-up archival copy of legally purchased software ❑ Include hyperlink to another website’s main or home page ❑ Include original pictures or personally created graphics ❑ Include copyright free or public domain music or graphics ❑ Include copyrighted graphics & citation if copyright holder gives express permission ❑ Include brief music, audio, or video clips per multimedia guidelines ❑ Include shareware or freeware HTML code if the creator gives permission and code is appropriately cited/linked 	<ul style="list-style-type: none"> ❑ Modify, or alter copyrighted graphics without express permission (ex: Adobe Acrobat logo) ❑ Consider internet postings as “public domain” or copyright free ❑ Collect, download, copy materials from Internet & duplicate or compile it into a new work (databases, music files, graphics...) ❑ Fail to include an acknowledgement or credit for sources consulted. ❑ Link to sites suspected of having illegally obtained material or copyright infringements (music files, movie clips, pirated graphics) ❑ Load software on several computers for simultaneous use <u>without</u> specific license to do so

Obtaining Permission to Use Copyrighted Material

Educators and students must obtain permission for the use of copyrighted material beyond the “fair use” guidelines. Acknowledging the source of the copyrighted material does not substitute for obtaining permission. (Copyright Office. Fair Use, 2003). For example, a teacher would like to use the set of copies more than one semester, or perform or show a program for reward or entertainment. When a program is to be publicly shown for parent meetings, or if the school wants to retain the material, such as off-air recordings, beyond the time limitations, permission must be obtained. If the material to be copied, recorded or included in a presentation is altered or changed from its original format, permission is required. Apply for permission early to allow sufficient time for response.

Send your permission request to the correct party. If in doubt, perform record search in Library of Congress Copyright Office of registered copyrights. Warning: a work need not be registered to be copyrighted. Works created after January 1, 1978, are to be considered copyrighted, and symbol is not required.

Be specific in describing the material and the rights you seek.

- Author or editor, title, and edition of the material
- Exact description of the material to be used or copied, including amount, page numbers, scenes or footage, chapters, any other locator information
- Number of copies to be made
- Purpose of the copies
- How the material will be distributed or used (e.g., in class, closed circuit, modified for a mural, newsletter.)
- How material will be reproduced, if copied (photocopy, scan, enlarge, or create archival copy)

Citations for Crediting Sources

Citations MUST provide the following information: Who, What, When, Where, and How To understand appropriate use of citations, visit the Purdue University Online Writing Lab (OWL). <http://owl.english.purdue.edu/owl/section/2/9/>

Resources

For further information on getting permission to use copyrighted works, go to the website below:

<http://copyright.lib.utexas.edu/permisn.html>

For younger students, knowing the basics and why this is important is described in the sample permission letters and guidelines at the website below:

<http://www.copyrightkids.org/>

SECTION VI: PARENTAL INVOLVEMENT

COMMUNICATION

The district and all campuses maximize communication using a variety of communication channels. The district wants to meet your communication needs by providing information to you in way that is most convenient to you. Visit the following links for a handy chart of the places you'll find information from Hays CISD:

English and Spanish: www.hayscisid.net/stayconnected

A key place to find information is on the district or campus websites. Additionally, be sure to download the free district app on your smartphone (available for Apple and Android platforms). The district and some campuses also use social media such as Facebook and Twitter to communicate general news with parents. All parents are included in the district's automated emergency alert system. This system is activated when the district or a campus needs to notify all parents simultaneously of an emergency or provide news of urgent importance. Please be sure to keep your email addresses and phone numbers up-to-date with your campus in case the district needs to contact you in an emergency. During an emergency, the district may also activate a web alert, send information to your smartphone if you allow "push notifications" in the district app, and post information on its social media sites to keep you informed as a situation unfolds.

RECEIVING GENERAL DISTRICT AND CAMPUS NEWS

The district and all campuses frequently use an automated call out system to send general, non-emergency, notifications to parents. Parents must sign-up to receive these general notifications. Follow the steps below to sign-up.

1. Log into your Parent Self-Serve account at www.hayscisid.net/pss
2. Click on your student's name
3. Select the "Edit Contact Info" tab
4. Click the "Alert" check box next to your phone number
5. Click the "Submit Changes" button at the bottom of the screen

Parents will not receive general notifications via phone unless they sign up. To discontinue receiving general notifications, follow the steps above and unselect the "Alert" check box next to your phone number. The choice whether to receive general notifications will not affect parents' ability to receive emergency phone calls. Parents are automatically signed up to receive emergency phone calls.

PARENT INVOLVEMENT COORDINATOR

The district welcomes parents and families into our schools. Campus principals regularly schedule and invite parents and families to various school events and activities. The district parent involvement coordinator is Angie Mendez, director of community partnerships, and she may be contacted at 512-268-2141, ext. 46078. Additional information for parents and families of Title I campuses can also be obtained from the director of federal programs and grants, at 512-268-2141, ext. 45044.

Register to become one of Hays CISD's VIPs (Volunteers in Public Schools) at: www.hayscisid.net/vips

PARENT SELF SERVE PORTAL

The district offers an electronic method for parents to view their child's grades and attendance online. This access is available for parents/guardians of students in grades 3-12.

The Parent Self-Serve Portal is as current as the teacher's electronic grade book. Remember, teachers have the full-time job of teaching, planning, collaborating, meeting and assessing student work. Please allow teachers adequate time to grade papers and enter grades. Grades for the week should be posted in the electronic grade book by the following Tuesday at midnight. Major projects and research papers may require additional time to grade.

Questions concerning your child's grade should first be discussed with your child, then your child's teacher. All questions concerning student information in the portal should be directed to your child's campus.

EMERGENCY OPERATIONS PLAN

The district is committed to the safety and security of students, employees and visitors at all of our campuses. In support of that commitment, the Emergency Operations Plan will be followed in the event of a crisis situation. The objective of this plan is to ensure the health, safety and welfare of students and staff in the event of an emergency.

Although it is impossible to foresee all of the potential emergencies, we have researched the most effective way to use our resources to respond immediately to those emergencies that cannot be avoided. The responsibilities are shared between school administrators and parents. Incidents or crises on our campuses can be minimized, and a positive outcome reached, through shared cooperation between parents of our students and district administration.

Most emergencies can best be dealt with by one of the following methods:

1. **Evacuation:** Is called when the need to leave the building is required.
2. **Lockdown:** is called when there is a threat inside the building.
3. **Lockout:** is called when there is a threat outside the building.
4. **Shelter in Place:** is called when the need for personal protection is necessary.

The Hays County training video for these emergencies can be viewed at www.hayscountysrp.com. This county-wide adopted procedure is viewed by all district employees and students annually. We recommend that parents also view the training to ensure their proficiency with the process.

Hays CISD will use the automated parent notification system, which includes email, phone calls, and push notifications on the district smartphone app; and the web alert system to inform parents when situations present themselves or conditions exist that require such communication.

While the district wishes to provide parents with as much information as possible during an emergency, the first priorities are keeping students and staff safe and ensuring that district communication does not interfere with or impede law enforcement or other investigations. To preserve safety and the integrity of investigations, certain details regarding an emergency may not be immediately disclosed.

We ask you to follow this procedure if you hear rumors of any school emergency:

To help you better understand the different types of information that will be publicized using various communication methods, Hays CISD has prepared a communication guide that is available in English and Spanish on the Hays CISD website under the "Parents & Students" tab.

1. **Log onto the district website www.hayscisd.net**, the Hays County website (www.haysinformed.com). In the event of a school emergency, the district communications office will activate the district's web alert system.
2. **Check your email and answer phone calls when the school district or campus phone numbers appear in your caller ID.** In the event of a school emergency, the district communications office or the campus will provide important information through the district's automated alert system. These bulletins may be sent in email or through telephone calls, or both.
3. **Please do not telephone the school.** We have limited phone lines. These must be used to respond to the emergency.
4. **Please do not come to the school unless instructed to do so.** Emergencies involving schools will mean the emergency vehicles (police, fire, EMS) must have immediate access to the building. Crowded conditions will slow the process. If containment is initiated, access will be given only to emergency responders.
5. **Check social media.** In addition to the web alerts and automated email and phone calls, the district will also update its social media sites during an emergency.
6. **Check the district smartphone app.** The district will issue push notifications to smart phones in the event of an emergency. Individual smartphone users must download the Hays CISD app from the Apple App Store or from Google Play for android phones and allow push notifications within the app.

7. **Tune to local radio or TV stations.** In the event of a school emergency, the communications office will contact the media for the purpose of broadcasting critical information.
8. **Await further information.** The district will rapidly update information through all communication channels including emergency manage and law enforcement officials as it is available and after it has been cleared for appropriate release during an emergency.

HAYS CISD: A PLACE WHERE MENTORS MATTER

Who is qualified to be a mentor?

People just like you!

A mentor is someone who cares, listens and offers encouragement. Mentors help children develop their strengths and talents by supporting the efforts of other significant people such as parents and teachers. Mentors are people willing to give a little of their time to make a difference in a child's life.

What's the secret?

Research repeatedly shows that having a mentor helps a child to be more successful in school. Children are not the only ones whose lives can be changed by mentoring. For many mentors, the rewards of reaching out to another and building a close, trusting relationship are great, including an increase in personal enrichment, happiness and self-knowledge. In fact, mentoring benefits all of society: Healthy, educated and nurtured children tend to grow up to be productive adults and responsible parents. They may even grow up to be mentors themselves.

What do mentors do?

Mentors provide constant encouragement and emotional support for their students. Mentors help students to:

- Accept responsibility
- Use good study habits
- Make positive choices
- Learn problem solving skills
- Have better peer relationships

Requirements:

There are only three (3) requirements to become a mentor:

- Make a 1-year commitment to meet with a student once a week for 30 minutes
- Consent to a Hays CISD criminal history check
- Attend one (1) training session

For more information, please call 512-268-2141, ext. 46078.

HAYS CISD EDUCATION FOUNDATION

The following outlines the functions of the Hays CISD Education Foundation:

- It is a 501 (c)(3) nonprofit tax-exempt philanthropic organization of citizens
- Shares a vision of enhancing education in Hays CISD
- Works to increase private support for educational activities in Hays CISD
- Benefits Hays CISD students and staff personnel by supporting activities above and beyond those funded by tax dollars
- Fosters creative approaches to education through private grants and involvement
- Awards Foundation funds through a volunteer Board of Directors made up of business, community and educational leaders

Since the Education Foundation began, more than \$700,000 has been awarded to teachers in the form of Innovative Teaching Grants; every Spring, members of the Top 10 percent of the graduating classes of Hays and Lehman High Schools and Live Oak Academy receive a gift of technology and recognition at the Academic Recognition Reception, and successful fundraisers—Denim & Diamonds and the annual golf tournament—bring in thousands of dollars of donations to benefit the students of Hays CISD.

If you are interested in getting involved with the Hays CISD Education Foundation, please call 512-268-2141, ext. 46078.

PARENT TEACHER ASSOCIATIONS (PTA)

Each campus in the district maintains a local chapter of PTA or PTSA (Parent-Teacher-Student Association) through the national and state PTA organization. PTA is a grassroots organization made up of parents, teachers and others around the state that have a special interest in children, families and schools. PTA membership is as diverse as Texas is in cultures, education levels and parenting skills. By joining a PTA, a member automatically becomes part of the largest child-advocacy organization in the state—over 630,000 strong across Texas. If you are interested in getting involved in your campus PTA, please contact the principal. Additionally, the district supports the PTA Council, which provides support to each campus PTA. The council meets twice a year and provides campus PTA groups training.

HAYS CISD VOLUNTEERS IN PUBLIC SCHOOLS (VIPS)

All volunteers are considered Hays CISD VIPs. Please fill out a profile on the system (www.hayscisid.net/vips) and select the schools and activities that interest you most. The district uses this system to communicate with volunteers about volunteer opportunities. Additionally, use the system to record your volunteer hours. The district will submit your hours for consideration in the President's Volunteer Service Award Program. If the numbers of hours you complete in a 12-month period meet criteria, you will be awarded a President's Volunteer Service Award at either the: Gold, Silver, Bronze, or Lifetime Achievement levels.

VOLUNTEER CRIMINAL HISTORY BACKGROUND CHECK

Parents or community members that wish to volunteer must complete the criminal history background check process. This is accomplished online when a volunteer registers in the Hays CISD (VIPs) volunteer system:

1. Go to www.hayscisid.net/vips and follow the instructions on your screen.
2. Once on the page, either login with your existing Hays CISD User Profile, or simply create a new one by clicking 'Create Hays CISD User Profile'.
3. Fill out the relevant Volunteer Information, and click 'Submit'.
4. If there are no problems with your background safety check, you will receive an email that informs you that you have been approved to volunteer.

SECTION VII: GLOSSARY

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the committee.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These exams will be given in English I, English II, Algebra I, Biology and United States History.

IEP is the written record of **the individualized education program** prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

PGP stands for Personal Graduation Plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

PSAT is the preparatory and readiness assessment for the SAT.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance with other student and employee wellness issues.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments, effective beginning with certain students for the 2011-2012 school year.

STAAR Alternate is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-Mandated Assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TxVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public-school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.